

THE SCHOOL JOURNAL

Christmas Number 1907



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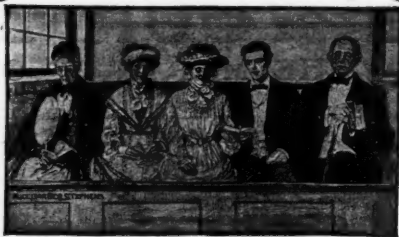
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending November 30, 1907

No. 20

OSSIAN LANG, Editor.

Christmas in the Common Schools.

The determination to keep sectarian teachings out of the schools may have carried the New York City Board of Education somewhat beyond the bounds of reasonableness in circumscribing the celebration of Christmas. Perhaps it did not mean to exclude Santa Claus. It certainly was over cautious if it did. No sectarian significance attaches to that kindly gentleman with the long white beard. To be sure, Christian churches have tried to confer upon him a distinctly Christian degree of sanctity, but the student of folk-lore can trace his genealogy back to a pre-Christian era without resorting to any undue forcing.

Objections to Santa Claus are not at all of anti-Christian origin. Each year the attacks appear in a new guise. Usually the protests are from those over-anxious souls whose mechanical conception of truth would stamp all symbolizations as lies.

Perhaps Santa Claus represents the geniality of winter. Perhaps he symbolizes nameless charity or the good-will and love that vaunteth not itself. Whatever he may stand for, he is the children's own friend, the universal friend of all the children on all the earth without distinction of creed or color.

It is a curious fact that my first encounter with an anti-Santa Claus movement took place in an orthodox Protestant church, where the contention was raised that the jolly figure in furs was an undignified remnant of heathenism which should not be permitted to show itself in a sacred edifice.

The question now being fought out in New York City is of general interest to the country. There is no doubt that teachers have frequently permitted their sectarian beliefs to make themselves felt in the Christmas celebrations. The fundamental character of the common school has been seriously affected thereby. We owe thanks to our Jewish fellow-citizens for having called our attention to remissness in this direction.

The common school must not give offense to the devout of any religion. The protests of the atheist and agnostic need not be heeded. "In God We Trust" is the motto of our country. Only we must not permit a sectarian view to assume control. Trinitarianism is sectarianism. It is but natural that the Jew should object to having his children compelled to join in songs and ceremonials that are contrary to the fundamental thought of Judaism. Nowhere on earth are the Jews more strongly represented than in New York City. And it is here that we must look for the most satisfactory elaboration of the common school idea.

A right conception of the common school will work out these troublesome problems to the satisfaction of all reasonable people. The over-anxious Christian ministers who are violently proclaiming that this is a Christian country are proceeding on a false logic when they argue that Christological references shall not be eliminated. The school, like the factory and the counting-house and the department store, stands for peculiar objects. A clergyman who desires to buy a pair of gloves may be delighted to hear that his wants cannot be attended to for an hour or so, as a religious service is presently to begin, in which all employes and visitors to the store are required to join. Other people in this busy world would regard the proceeding with a less approving state of mind. Economy has assigned certain things to certain seasons and certain places. The rules of this economy have eliminated sectarian instruction from the common school curriculum.

The program of the common school is comprehensive enough without the imposition of objects that are sure to attract the lightning of the *juror theologicus*. The home is responsible for the education of the child. The common school is maintained as the chief common agency for meeting the common educational responsibilities rightly belonging to the several families in the community. In other words, the common school unites the people of a district into a co-operative social group, bound together for the support of a common school for the children of that district.

Religious instruction is decidedly an individual question, which cannot be transferred to the common school. Sunday-schools and churches are maintained to help the parents meet their responsibilities in this particular direction. The common school seeks by no means to arrogate to itself the monopoly of the complete education of its pupils. It is a *common school*. It seeks to meet the common educational needs of the community. The differentiating needs, whether they be denominational in a religious or political sense, must be left to other disposition by the responsible homes.

If this definition of the scope of the school appears labored, the fault is not with the principle, which is quite simple. The common school stands for the meeting of the common educational duties. This thought in all its logical bearings does not deprive the children of a joyous Yuletide. Let the keynote be joy. That means that this is the season for making others happy. Whatever will help to saturate the atmosphere with this thought is legitimately within the scope of the common school.

The executive committee announces that the next convention of the National Education Association will be held at Cleveland, June 29 to July 3, 1908.

Parents' Associations in Common Schools.

A Symposium.

Edited by FANNIE FERN ANDREWS, Boston.

One of the most significant movements in education is the formation of flourishing and enthusiastic parents' associations in the common schools. This comparatively recent departure is a step in the wider movement for the social utilization of the school plant, and is destined to become the correlating force of all endeavors having this end in view. The aim of the parents' association is to bring the school and the community together for the purpose of developing the child to his greatest efficiency; and, secondly, to elevate the intellectual and social life of the neighborhood. Consistent with this aim, the parents' association must take an interest in all forms of educational endeavor, and help each to fulfill its function. Not only, then, does it represent one means for the social utilization of the schools, but it represents a body whose aims include and comprehend all the others.

Perhaps no movement presents a more encouraging outlook than this of parents' associations. In view of the large numbers of such bodies already formed, in their scope of representation in membership, and in general interest manifested, this movement seems destined to develop until the parents' association becomes a permanent and influential factor in every school system. The inherent interest of the parent is the foundation principle of these associations; he craves an opportunity to embody his interest in action. Unorganized and imperfect are his perceptions, yet he is always glad to reach out for some definite help concerning the development of his child.

The great problem of parents' associations is to give this specific aid; to organize and direct this inherent interest. This is a great and worthy work; and no one body has accomplished more in this direction than the National Congress of Mothers, as will be seen by the following statement, submitted by the Secretary of that organization.

The Parent Teacher Movement.

RELATION OF THE NATIONAL CONGRESS OF MOTHERS TO IT.

By MARY V. GRICE, Philadelphia.

At the first meeting of the National Congress of Mothers, more than ten years ago, one of the purposes set forth was to make an *organized* effort to bring into closer, more intelligent touch the potent factors in the life of the child—the home and school.

With this end in view delegates returned to the various localities they represented, bearing back with them the inspiration gained from the founder of the Congress in her plea for a deeper, fuller knowledge of child nature on the part of those into whose keeping the children were first placed.

It was then suggested that no method could be better adopted for a systematic study of child nature than the getting together of parents in the schools which their children attended, meeting thus with the teachers and mutually conferring upon the needs of the child.

From this simple beginning of informal "Mothers' Meetings," held once a month, have grown strong Social Centers, with ramifications that touch upon the life of the community at many points.

Within the past year a department has been formed in the Congress to be known as the Parent-Teacher Department. This new department will be carried on by a National Committee, composed of representatives from every State. Already there are twenty-eight States at work. The first effort being made is to secure a tabulated list of Parent-Teacher Associations in each State. After sufficient information is gathered for the help of the department a circular letter will be sent to all associations, proposing a plan whereby the work can be made more effective, and in a sense unified.

The pivotal point of the whole movement is *the child*. The vital fact of its existence, wherever it has vitality, lies in the possibility of its power to make conditions better for the children. And this, by making manifest the needs of the child thru a study of his nature.

The Child Study Circles in Los Angeles are very strong. The testimony comes from all of them that they have been of incalculable benefit to the home and the school. Within the past few months the Superintendent of Schools of that city called to a conference his principals and some sixty parents, representing as many parents' associations, to discuss the curriculum of the schools. By reason of this conference several marked changes were effected in the course of study. This is the first conference of the kind of which we have heard, yet it seems a most reasonable thing to thus harmonize the forces which control the child's life, especially in communities where the intelligence of the parents warrants it.

In October of this year there was held in Philadelphia a two-days' session of Parent-Teachers' Associations, at which time a League of all the Associations in the city was formed, to be known as the "Philadelphia League of Home and School Associations." The feeling, as expressed, being that the word "parent" was not sufficiently all-embracing in its scope, there being many people in the communities neither parents nor teachers, who are yet deeply interested in both the homes and the schools. One of the strongest Associations in the League has secured a playground in connection with the school thru the efforts of its members, has opened its school doors night after night for various objects, such as popular lectures, musical chorus, reading room with games for the young people (its membership consisting partly of the boys and girls of the neighborhood over fourteen years of age). There is a woman's literary club connected with it and a men's debating society—in fact the school has become the "living room" of the homes that surround it.

Last year in the schools of Philadelphia there were held one hundred and sixty-four parent-teacher meetings with an aggregate attendance of twenty-nine thousand seven hundred and fifty people. At many of these meetings the Congress was privileged to assist the teachers in the social feature of the occasion, serving light refreshments, etc.—another point in the work the Congress has always endeavored to emphasize, believing, as has been proven in a number of cases, that the "cup of tea" is a solution of many difficulties, bringing the teacher and parent into a social relation so frequently denied them.

The scope of the work is very great—the method varying according to the locality. The entire trend of the movement is towards socializing the school. It is an effort on the part of the community to express its interest in and relate itself more closely to the school life which it has created. To have it adopted as part of the school system, and forced upon the people would be a fatal mistake, stripping it of its greatest power for good. It is the *home* that is making the plea, demanding that some such channel of communication be formed. A channel thru which all that is great and beautiful in the race shall be brought to the people, creating a contagion for high and noble living. The possibilities for educational advance in this comparatively new movement are unmeasured. It is in the power of the parents and educators of our land, *working together*, to lift the race a little higher. There is nothing nobler in the world to do than that.

Parents' Associations in Boston.

Active and commendable work is carried on by the parents' associations in Boston. The movement was started about three years ago by the Conference Committee on Moral Education, a body now representing eighteen women's organizations in Boston and vicinity. These parents' associations represent the teachers and parents in about one-fifth of the school districts, the membership of each ranging from two hundred to three hundred and seventy, and the audiences reaching sometimes as high as eight or nine hundred people. Practically the same constitution has been adopted, and the work carried on with the same ends in view, varying, of course, with the needs of the different localities. The asso-

ciations have endeavored to acquaint the parents with the school and its work; to acquaint the teachers with the problems of the home; and to study, with the aim of improving, various other conditions that affect the child's life. The districts having parents' associations represent almost every nationality and condition found in Boston. One of the most interesting, perhaps, is the Hancock Association in the North End, where the majority of the parents neither speak nor understand English. This organization held its first meeting of the year on November 7, and the following invitation, printed in English, Italian, and Yiddish, was sent to the parents:

HANCOCK SCHOOL.

Boston, Oct. 23, 1907.

You are cordially invited with friends to attend a Parents' Meeting in the Hancock School Hall, on Thursday, Nov. 7, at 3 P.M.

Program: "Dangers of Juvenile Occupations."—Philip Davis.

"What the School Nurse Hopes to Accomplish."—Dr. Margaret E. Carley, Supervisor of Nurses, Boston Public Schools.

Both addresses will be given in English, Yiddish, and Italian. Music will be furnished by Mrs. Bloomfield.

After the meeting refreshments will be served, and all are cordially invited to spend a social hour with the teachers.

ELLEN C. SAWTELLE, Master Hancock School.

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אין מיטניג

פון פאטערס, מוטערס און מיטשערס

וועלכער וועט שטאטפונדען

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PROGRAMMA

Pericolo della occupazione dei ragazzi

PHILIP DAVIS

Quello che sperano di buono ed utile disimpegnare le balie scolastiche

DR MARGHERITA E. CARLY,

Ispettrice delle balie delle scuole pubbliche di Boston, Mass.

Le predette conferenze saranno date in lingua Inglese, Ebraica ed Italiana.

L'orchestra sara' fornita dalla Signora Bloomfield e dopo il meeting, saranno dati rinfreschi gratis a tutti gl'intervenuti. Siete pregati non mancare e passare un ora in cordiale compagnia delle maestre scolastiche di Boston, Mass., nel suddetto locale alle ore 3 P. M. del giorno 7 Novembre prossimo.

Mr. Philip Davis, a social worker in the North End, and during the last year a special officer in charge of the Boston newsboys, has given his talk on juvenile occupation before several of the associations and has made a lasting impression. Dr. Carley, the Supervisor of Nurses, is addressing all the parents' associations and is taking this opportunity to introduce the local nurse of the district to the parents, giving her an opportunity to meet them during the social hour following.

A more definite idea of the work of the Boston Parents' Associations may be gained by the following quotation from the SECOND ANNUAL REPORT of

The Sherwin-Hyde Parents' Association.

"The second year's activity of the Sherwin-Hyde Parents' Association has been a continuation of the first year's work, put on a permanent and systematic basis. With the same general objects in view for which the Association was formed, the members have worked with a constantly increasing enthusiasm, and a keener and broader insight into the meaning of a parents' association. This organized body of teachers and parents has become a co-operative force in the education of the children of this district; the home has found its place as a natural and necessary adjunct to the school. The parents, moreover, have shown an increased eagerness to avail themselves of the opportunity, which the Association offers, of receiving instruction in the care of their children; and, further, it is most gratifying to state that the Association, thru its meetings and committees, has become a recognized factor in the life of the neighborhood.

These three aims,—to establish co-operation between the home and the school; to offer instruction to parents in the care of their children; and to do constructive work for the neighborhood—the real aims of a parents' association—have been constantly held in view during the year; and the results may well be described as a record of achievement. It is, of course, true that not all the parents of the district have joined the Association; but we hope as the years go by to obtain a larger and larger membership list. The increase of over a hundred this year seems gratifying; and especially is it encouraging to report that more than a score of fathers have manifested their interest by becoming members; more than one father has remarked that he felt it his duty to assist in a work that has done so much to elevate his home. Altho, however, the number of fathers who have joined the Association is comparatively small, they have come out in large numbers to the evening meetings, from a third to a half of the audience being usually composed of men. Now that the evening meeting has become a regular feature of the Association, we shall hope to have, as is the case with one or two other parents' associations in the city, as many fathers as mothers on our membership list.

According to our Constitution, meetings are held monthly from October to May inclusive; and the Executive Board thought it desirable this year to alternate these with evening and afternoon meetings in the Sherwin and the Hyde schools respectively. This plan has proved most satisfactory, and will probably be pursued in subsequent years. The Executive Board, coming together monthly, has laid out with careful deliberation the program for the year, keeping in mind the three aims of a parents' association, and at the same time having in view the most immediate needs of this district. This constant body, for it must be said that in point of regularity of attendance, earnestness of expression, and conservatism of action, it far outranks many other more experienced assemblies; has become a leaven, not only for the Association, but for the whole

community. This monthly round-table discussion between teachers and parents, concerning the welfare of the child, has been inspiring and enlightening. This Board has truly become a legislative body, representing the home and the school.

The programs were arranged as follows:

OCTOBER 11, 7:45 P. M., SHERWIN SCHOOL.

"The Value of Parents' Associations," David A. Ellis, Member Boston School Board.

"What Has Been Accomplished by the Sherwin-Hyde Parents' Association." Silas C. Stone, Master of the Hyde School.

Entertainment. By boys of the Sherwin School.
Social Hour.

NOVEMBER 8, 2:30 P. M., HYDE SCHOOL.

"The Value of Keeping Children Busy in the Home." Mrs. Minnie T. Wright, Recording Secretary.

"The Treatment of Defective Children." Miss A. M. Fitts, Teacher of Special Class for Defective Children, Hyde School.

"The Real Mother." Clara Bancroft Beatley.
Vocal Selection. Mrs. Mary Bradford McGill.
Social Hour.

DECEMBER 13, 8 P. M., SHERWIN SCHOOL.

"How Militarism Affects Workingmen." W. A. Appleton, Nottingham, England, General Secretary Amalgamated Society of Operative Lace Workers.

"The Value of Cultivating Humane Instincts in Children." Rev. Charles F. Dole, President Twentieth Century Club, Boston.

Vocal Solo. Mr. John E. Dowse.
Reading. Mrs. Anna L. Frederick.
Social Hour.

JANUARY 10, 2:30 P. M., HYDE SCHOOL.

"The Best Books for Boys and Girls." Miss Alice M. Jordan, Children's Librarian, Boston Public Library.

Vocal Solo. Mrs. Edward Carver Tripp.
Social Hour.

FEBRUARY 14, 8 P. M., SHERWIN SCHOOL.

"The Value of Education for Wage-Earners." Dr. James P. Haney, Director of Art and Manual Training, New York City.

"Opportunities for Boys to Learn a Trade." Magnus W. Alexander, General Electric Co., Lynn, Mass.

"Opportunities for Girls to Learn a Trade." Miss Florence Marshall, Director Boston Trade School for Girls.

Entertainment. Pupils of the Sherwin School.
Social Hour.

MARCH 14, 2:30 P. M., HYDE SCHOOL.

"Street Cleaning." Meyer Bloomfield, Director Civic Service House, Boston.

"The Importance of Punctuality in the School." John F. Suckling, Sub-Master, Sherwin School.

Vocal Solo. Miss Irene Goldie.
Social Hour.

APRIL 11, 8 P. M., SHERWIN SCHOOL.

"The Responsibility of Fathers." Rev. Thomas I. Gasson, S. J., President Boston College.

"What the Association Has Done for the Neighborhood." Mrs. Olivia Ward Bush, Vice-President.

Vocal Solo. Mrs. Edward Carver Tripp.
Social Hour.

MAY 9, 3 P. M., HYDE SCHOOL.

Annual Meeting.
Election of Officers.
Short Addresses by Several Members of the Association, Giving Suggestions for Next Year's Work.
Vocal Solos. Margaret S. Tripp
Resolutions.
Social Hour.

* * * * *

The entertainment feature of the meetings has been kept up this year, and its high grade maintained. For tired, anxious parents, good music or pleasant reading is a balm of Gilead; and also not to be overlooked is the refining influence of delightful pastime.

Our members have taken advantage of the interesting programs offered at the meetings of the other parents' associations in the city, and have made frequent visits. We have, on the other hand, received many visits, not only, however, from parents' association members, but from neighboring superintendents of schools, and other people interested in the parents' association movement.

The result of the two years' work of the Sherwin-Hyde Parents' Association has been to awaken the home to a sense of its obligations and opportunities in supporting the school; to disseminate useful information among the parents concerning the care of their children; and to create a nucleus of permanent community interest.

An interesting and encouraging paper was that given at the April meeting on

What the Association has done for the Neighborhood.

By OLIVIA WARD BUSH.

[A parent in the district.]

There is every reason to believe that our Public School system has greatly increased its capacity for progressive development, by its discovery of the connecting link between the home and school. This



The tea-table and a group of eighth grade girls who are to serve.
Hugh O'Brien School, Boston.

discovery of the need of co-operative effort of parent and teacher has resolved itself into a Parents' Association. To the parent, this association is essentially a revelation and becomes at once helpful because it properly adjusts the parent's responsibility in relation to the school life of the child, and establishes a closer relationship between teacher and parent. I have observed that parents are visiting the schools more frequently, and they are also manifesting a deeper interest in the teacher's efforts to train their children for future usefulness. They are realizing more and more that not only is the teacher anxious that her pupils should profit by the prescribed course of studies, but that she has also a personal interest in their moral welfare.

The contact afforded by the regular meetings of the Parents' Association is beneficial morally, socially, and is of some educational value to the parent. To begin with, the privilege of membership in the matter of free expression of opinion as to the best interests of the Association, is invaluable to

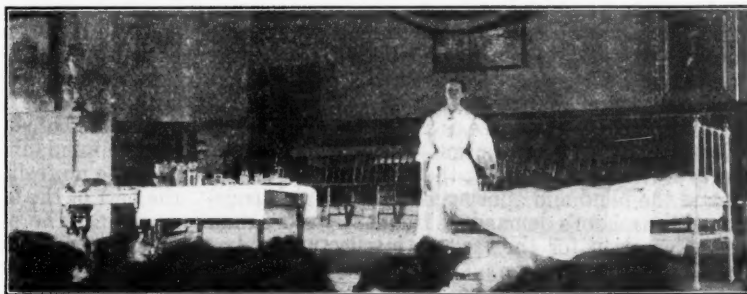


The Audience at an afternoon meeting,
Hugh O'Brien School, Boston, Mass.

the parent, exchange of thought and helpful suggestions have awakened their interest in each other's needs and, in a number of instances, parents have been encouraged in the moral training of their children by adopting a method suggested by a co-worker. The eagerness with which these meetings are anticipated, is a strong indication of an increasing desire for social unity.

I have observed that parents are becoming conscious of their usefulness in the community, as members of the Association, and this consciousness has even lightened the daily cares of life. For instance, the helpful instructions to parents concerning the care of children as to proper food, clothing, and improved sanitary conditions, has simplified and dignified the domestic duties of home life. The parent has also been helped by the services of the Visiting Committee. The friendly caller has not only given the word of encouragement, she has also discovered the needs of the parent, and by assisting the parent in procuring necessities such as food or clothing, she has found that irregularity in school attendance can, to a certain extent, be avoided.

That the Parents' Association is a means of education to the parent, is proven by the large attendance of mothers and fathers at the regular meetings where subjects touching the affairs of progressive civilization are discussed. These topics of the hour, such as the labor question, civic government, literary or social progress, are facilities for the educational improvement of parents, who, for the most part, have no other available means of increasing their knowledge of affairs outside of the home. I have observed that, thru these sources of information, parents are displaying a growing interest in cleaner homes, cleaner streets, and better conditions morally for their communities.



Mrs. Florence Bliss, with her patient in bed and her medical appliances, ready to tell how to take care of a child sick with the measles.
Hugh O'Brien School, Boston.

Parent-Teacher Work Among the Foreigners.

By PRIN. CORRINE B. ARNOLD, Samuel J. Randall School, Philadelphia.

The people of Philadelphia whose homes and schools we represent, have for many years prided themselves upon the fact that they dwell in what is probably one of the most typically American cities in the United States. As the city of homes and the custodian of the Liberty Bell, our fame has gone forth until we are looked upon as having within our boundaries but few inhabitants whose hearts do not glow with pride at the mention of such names as Washington, Franklin, Lincoln or Roosevelt.

It comes, therefore, as a great surprise to many that there are in Philadelphia, schools whose enrollment is composed almost exclusively of foreign-born children and the children of foreign-born parentage; children who come from homes in which the language and conditions of a foreign country are reproduced and maintained. These schools are situated in the midst of a district that is settled by a large foreign colony; the signs on the stores, the bill posters and the crying venders tell their story in a foreign tongue.

There are in these schools thousands of children unable to speak or understand a word of English. It therefore becomes the duty of such schools to teach not only the arithmetic, geography, history, physical culture, and music required by the course of study but in addition to fulfilling these requirements, they have a far larger and more complicated problem.

It is necessary for them to inculcate the most rudimentary elements of American ideals and civic virtues. The gospel which preaches beauty of order and the godliness of cleanliness must be advocated patiently day by day, while the teachers are endeavoring at the same time to cultivate a love for study and a desire for right living that will find an outlet in the seeking of amusements other than those offered by cheap theaters and street corner idling.

The co-operation between the home and the parent has long been desired in all schools, but it is only recently thru the Parent-Teacher Association that such an attempt has resolved itself into an organized effort. The co-operation between the home and the school includes two necessary conditions, first—the willingness of the home to assist the school; and second—the ability of the home to put into execution that willingness.

The teachers of the foreign children in Philadelphia experience almost no difficulty in securing from the parents a willingness to assist the school. The difficulty lies in the fact that home conditions are such that it is practically impossible for many parents to give intelligent assistance to the school. A family in which both parents are bread winners, having perhaps seven or ten children, and living in two or three small rooms, must of necessity become so absorbed in the struggle for a mere existence that but little time or consideration can be expected for the mental and moral problems of the school.

In a home in which both parents neither read nor write, how can we ask that the child's progress be watched or noted; in a home where a cross must stand for the signature on a child's report, what understanding of that report can there be?

The problem, you will see, is a stupendous one, but it is not impossible of solution. The spirit and the hearts of these people are at the service of the teachers and the blind and adoring faith in the righteousness of the school's demands is frequently more than a compensation for the lack of intellectual understanding of the situation.

These parents regard the school as their friend, and it is no uncommon occurrence to have them consult with the Principal regarding financial and domestic difficulties. They come to her with the

full appreciation of the fact that they will receive her intelligent and sympathetic consideration.

The Randall School has held two so-called Parents' Meetings, one during April last and another on October 17. The first meeting was attended by more than one thousand parents and children, and the second by very nearly two thousand.

These meetings have been conducted in a manner entirely different from those held in other parts of the city. Invitations were issued in three languages,—Italian, Jewish, and English, in order that in each home the invitation might be read or listened to in the native language of the parents, so there could be no misunderstanding as to the meaning of the card. The school was decorated with flags and black-board drawings, there was lemonade and cake served from punch bowls in each class room and there was music—but most important of all, there was the work of the children which was shown to the parents. At each child's desk there were fastened together papers that showed the work he had been doing.

Upon entering the building the children took their parents to the Principal, who stood at the head of the stairway and shook hands with each, the children acting as interpreters when necessary. The children then conducted the parents to their classroom, introduced parent and teacher and showed the work that was on their desks, partook of the refreshments and remained for a while to listen to the music.

There was no program, as speeches would have had to be in three languages in order for them to have been understood, and there is no assembly hall in the school to have seated an audience.

What then (you may ask) are the results obtained from such an evening? A meeting of this character entails considerable extra labor upon the teachers in the school and the fact that the teachers of the Randall School are unanimous and enthusiastic and agree that these meetings are helpful and useful makes us regard them as a permanent organization.

The gratitude and thankfulness of the parents was in some instances pathetic in its intensity. Their interest in the children's work was keen and when the teacher explained to those who could not understand for themselves that certain work was poor, the parent plainly expressed himself as being displeased. The surprises and admiration which the building and its appointments excited are bound to create a respect for the property and the laws of the institution.

Many and varied were the expressions of delight that the children are enabled to have the advantages given by the school. Offers of money were made by some parents as an expression of their gratitude.

The entire evening was one of friendliness and good spirit, which could not but make the parents feel that the school was their friend. Tired mothers with babies in their arms stood thru the evening enraptured with the sounds of the music. Weary fathers were loath to tear themselves away from such a scene of brightness and pleasure.

The aim of such affairs, however, must always be kept in mind, and it is therefore very necessary that there be no feeling of condescension or patronage on the part of the faculty which act as hosts on such an evening. The occasion should not degenerate into a charity or philanthropy, but should be conducted in such a manner that parents who attend are made to feel that they must walk with their heads up and shoulders squared ready to meet and carry the burden of responsibility that is theirs in preparing their children to be useful citizens of this great Republic.

The Parents' Association.

Dr. Elmer E. Brown

UNITED STATES COMMISSIONER OF EDUCATION.

I am confident that the relationship of the school and home is to be very much closer in the future than it has been in the past. In fact, I think it will be a relationship different in kind as well as in degree from that which we have had hitherto, and such organizations as the Sherwin-Hyde Association seem to be preparing the way for such new relations. It is not at all past belief that it may come to this in many districts of our large cities, and even in less crowded communities, that the regular educational work carried on in the school-house will be a part of it for adults, many of whom will be parents of children in the schools, a part of it, as now, for the children of school age, and a part of it for both classes together. In that case I think we may see the course of study and instruction for the newer divisions as systematically outlined and carried out as that with which we are now familiar in the school for children, the end in view being education for the home life, and for those things which make the home strong and wholesome and able to play its part in our civilization.

As a Factor in Social Education.

By JAMES P. MUNROE, President of the Social Education Congress, Boston.

Under the increasing complexity of modern life and the elaboration of school machinery, the average citizen is apt to forget that the school is simply a tool by means of which parents carry out, collectively, a part of the duties which are inalienably theirs and for the right performance of which they are ultimately responsible. The school exists simply to help them give their child a right education; to prepare him, that is, to live an upright and useful life as an active and productive member of society.

In early days the greater part of the child's education was given in the home. He learned much of the so-called three R's at his mother's knee; his manual and industrial training took place within the house, on the farm or in the neighbor's shop; and, aided by the church, and later, the Sunday school, his moral upbringing was the parents' fundamental responsibility. More and more these duties have been shifted to the school, until we have reached a point where we are forgetting that, in all these matters, the school is only a secondary and never can be made a primary instrument.

Every child should have manual and industrial training from his earliest school days; but this training should be adapted to the individual need of the pupil, to those of his environment and to the general demands of the community. Parents' associations can help the schools greatly in determining what those needs are.

These associations can be most useful, furthermore, in showing the custodians of school buildings and grounds how to make this school plant an educative force thru the whole day and evening of the entire year; and in teaching the people how to make use of this extended school. Most of the possible power of the schoolhouse is lost at present because it is kept open so few hours in the week.

The moral side of education, however, is the most important; and here the parents' associations can be incalculably useful, not only in bringing teachers and parents together, not only in showing the latter the vast importance of the home atmosphere, but also in erecting a decent and uplifting neighborhood atmosphere and in acting as agents for the teachers

in finding out the special moral needs and difficulties of individual children.

From the other side these associations can be made of immense use as laboratories in which to work out the problems of social education. To me it seems plain that the general acceptance of the educative process as a social one will work a revolution in public education; but that revolution should come by way of slow evolution upon a basis of scientific, inductive study. These parents' associations should be separate experiment stations, each accumulating valuable data under special conditions; and from these accumulated data the fundamental principles and processes of a true social education should be slowly and accurately evolved.

Its Value to the Teacher.

By MILLEDGE L. BONHAM, JR., Principal Nicholson School, Richmond, Va.

As a teacher in both private and public, day and night, schools in several different States, I desire to say a word as to what I conceive to be the value of a parents' association to the teacher.

In the first place it affords an opportunity for teacher and parent to become acquainted; this paves the way for better co-operation. A note from the parent now means more, as it is no longer written by a stranger to a stranger. Also, each parent with whom the teacher meets can explain certain peculiarities of his child, thereby explaining much that previously puzzled the teacher. The teacher, likewise, has an opportunity of explaining her motives and aims to the parent, her wishes for his child and her suggestions as to parental co-operation. This is bound to result in better support from the patrons and increased efficiency for the teacher.

On the other hand, as the parent becomes acquainted with the teacher and her views and ambitions, he is more willing to lend his support and aid. The child soon feels that his parent is not merely "upholding the teacher" as a matter of course, but is intelligently and sympathetically co-operating with the friend who is laboring in the child's behalf.

The support and intelligent co-operation of any parent is highly desirable. But how much better is the combined and intelligently directed support of all the patrons! This can be largely secured thru parents' associations. If Johnny A— tells his father about what the teacher said to Willie B— it makes little impression. But when Mr. A— and Mr. B— and their wives meet in parents' associations, discuss the needs of their several offspring, and devise ways and means of securing better results, the teacher soon notices increased attention and effort on the part of her pupils. This is home influence, properly exerted.

Certain offenses of the child interfere with his mentality, *e. g.*, cigarette-smoking. A note from the teacher to the parent seldom produces more than a strapping for the child. But when the parents combine, and make a crusade against the sale of tobacco to minors, much good can be done. Each child who stops smoking becomes more docile and tractable, thus easing the teacher's burden.

The teachers and principals may petition and the Board recommend, but they can do nothing without funds, which the Council fails to provide. But let the parents assemble in the school, show them the lack of proper facilities. When the taxpayers of the district, who are also the voters, get behind the Council the appropriation for needed improvements will soon be made.

The parents' association affords an excellent opportunity to impress upon patrons the desirability

and importance of visiting the school frequently. Where the children know that their parents and friends may come in at any moment they will be more anxious to have few demerits and good lessons. Of course, this redounds to the mutual advantage of pupil and teacher.

In many cases the programs of the association are enriched by recitations, songs, etc., contributed by the teachers, or thru their efforts these meetings are sometimes the sole diversion of some hard-working, busy mothers and fathers. The opportunity of thus giving pleasure to others widens the teacher's sphere of usefulness, and with every increasing opportunity, the *true* teacher's nature expands and develops to meet the increasing demands. "The reward for doing your duty is the ability to do the next duty."

Its Place in the School System.

By DR. MARTIN G. BRUMBAUGH, Superintendent of Schools, Philadelphia.

I am not sure that associations of parents should occupy any place in our school system. The movement toward organization on the part of parents and teachers is an outgrowth of a need for deeper, fuller knowledge of the nature of the child, that mutual problem which concerns both home and school. Only as the organization of these two forces in the child's life is brought about in a natural way will it be of healthy growth and result. To have it adopted as part of the school system and forced upon the people, willy nilly, takes from it its greatest power for good. It is the communities or social groups that have instituted schools. This movement is an effort on the part of the community to express its interest in and relate itself to the school life which it has created. The whole impulse is educational, and should be presented to the people in such form that they themselves will accept and carry it on, *always in the school-building and with the consent and assistance of the school authorities*. Eventually, no doubt, the movement will find expression in the *Socializing of the school*. Already in many places strong social centers have grown out of the old-time "mothers' meeting."

For several years past the work has been carried on in Philadelphia without any effort toward organization. Many schools held meetings of parents, but they were in no wise recognized as a force to be counted upon for upbuilding influences in community life.

Last season there was a direct effort made toward forming organizations in various schools. A committee of citizens outside the schools stimulated many of our teachers in this work by offering practical assistance such as entertainments, refreshments, and speakers. This Committee was acting auxiliary to the Congress of Mothers. Just because the Congress stands pre-eminently for the home it seems but a logical sequence that the organization of parents growing out of the school life of the child should work with it.

Many organizations were effected in which the parents of the school took the lead and bore the burden of the work. This year there has been formed a Philadelphia League of Home and School Associations consisting of the union of the local associations. In this way the effort is becoming unified.

My experience has been such that I am cordially in sympathy with the movement and hope to aid it in every way in my power. It is one of the best ways to help.

Public opinion is the stuff from which one can weave progress. There is no other way.

An Aid to Medical Inspection.

By Supt. A. K. WHITCOMB, Lowell, Mass.

The one significant thing about parents' associations is that they stand for sympathetic co-operation between the school and the home. This is a first condition of success along any line of endeavor, but especially is it necessary in matters relating to medical inspection. Parents have grown thru generations of practice to have much confidence in the judgment of teachers as to the studies to be pursued in school, and even in most cases as to matters of discipline; but when the health or physical condition of the child is in question, parents not only distrust the information furnished by the teacher, but frequently resent it as an interference with their own rights.

Medical inspection of children in school, however, is no longer an experiment, and its value has been proved many times. Life has been saved by it in a few cases; ability to do school work has actually been created in some pupils and enormously increased in many others, and health and sanity have been conserved in the schools as a whole. This is all well, and the inspection should be continued even though it does no more, but those who know most of it are the ones who feel most strongly that it is accomplishing far less than it should. An acute observer has said of our strenuous President that his superiority over the average man of his class lies mainly in his ability to find points of contact. The failure of medical inspection to reach its highest possibilities has been mainly because it has failed to establish points of contact between the inspector and the parent. Diagnosis may be ever so thoro and accurate, but if the parent is unconvinced or indifferent, nothing will be done. Thousands of notices are sent, where only scores receive attention, and many a teacher to-day is in sore distress over some pupil who is suffering greatly, whose life is perhaps being ruined, by some defect or condition which is entirely remediable, but to which the parent will give no attention. To provide one point of contact the most progressive cities have added nurses to the work of the physician, in order that there may be someone to go with the child to his home, to explain conditions to the parent, and if necessary, to go on with the child to the physician, the specialist, or the hospital. This is a long step in advance at the point of greatest need, but the only thing thus far found which can do for the community as a whole what the nurse can do only in individual cases is the parents' association in connection with the school. Nothing will so hasten the era of mutual confidence and co-operation as would the frequent conferences which are so large a part of the work of the parents' associations. The inspection and the conferences between the parents and the teachers are each complimentary to the other, and the best results of either can not be attained without the other.

After a little explanation, and possibly a little observation and testing, parents in large numbers have been found eager to join such associations. Meeting at the school-house, listening to teachers, medical inspectors, and others from the platform, joining with them socially, points of contact are established more easily and better than in any other way yet devised. This is not theory; it is established fact, though not, I am sorry to say, in Lowell. Every phase of school life and of community life is helped by it; the better understanding which comes from it ensures fuller sympathy and more helpful co-operation all along the line, but medical inspection being newer and less well understood, needs it more than anything else. A Roosevelt would probably establish this point of contact everywhere; lacking his ability others may accomplish less, but the duty of all to do what they can, is manifest.

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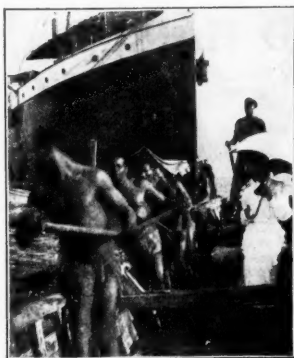
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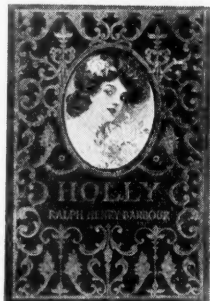
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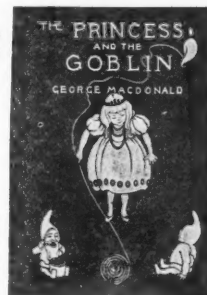
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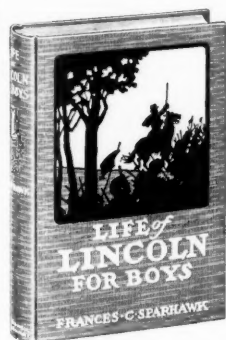
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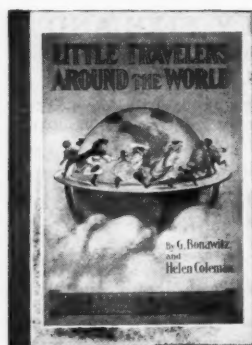
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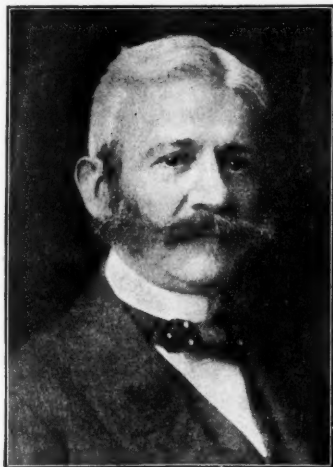
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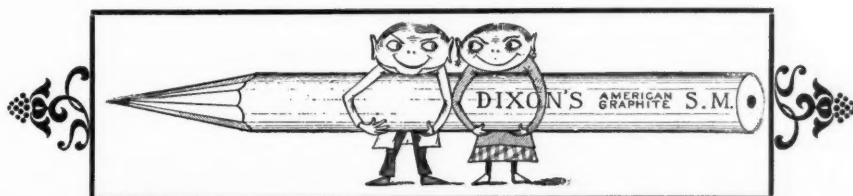
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Holiday Books.

Professor William Lyon Phelps, of Yale University, in his *PURE GOLD OF NINETEENTH CENTURY LITERATURE* has made a valuable summary of the forces in nineteenth century literature—a summary of the authors who will live. He devotes his attention entirely to British writers. Among those spoken of, we find Keats, Wordsworth, Browning, Byron, Shelly, and Tennyson, as poets; Stevenson, Dickens, Thackeray, Eliot, and others as among the important prose writers. The articles are short and striking in their conciseness. (*THE PURE GOLD OF NINETEENTH CENTURY LITERATURE*, by William Lyon Phelps, 75 cents cloth; \$1.50 limp leather. T. Y. Crowell & Co.)

Charles Morris, whose *HISTORICAL TALES, HEROES IN AMERICA* Series and other volumes have pleased many children, has now written on *HOME LIFE IN ALL LANDS*. It gives, in a fascinating way, the customs of many nations in their intimate daily life. Some of the chapter headings will best convey an idea of the broad scope of the book. *AT THE WORLD'S DINING-TABLE*, gives the curious foods and strange table manners from odd corners of the earth. The next chapter, *IN THE WORLD'S TAILOR SHOP*, not only describes the widely varying costumes worn today, but takes up the clothes of our ancestors back to the times of ancient Greece. The chapter entitled *AT HOME WITH THE WORLD'S PEOPLE* is perhaps the best of all. It is the most intimate, and gives us the best idea of the ordinary life of these strange people to whom our author introduces us.

The volume is both interesting and valuable in an unusual degree. The author's picturesque descriptions are made doubly forceful by the many excellent illustrations, most of which are reproductions of photographs. A capital book for school or home. (J. B. Lippincott, Philadelphia.)

One of the finest holiday editions of the season is a new arrangement of Longfellow's *THE HANGING OF THE CRANE*. The poem is printed in large type, and there are most charming illustrations in color and pen and ink drawings by Arthur I. Keller. The cover is especially charming, its center piece being a colored illustration of the old fireplace with its crane, surrounded by sprays of cinnamon roses. The printing is excellent, the paper unusually good, and the book is boxed especially for holiday use. The price of the volume is two dollars. It is cordially recommended as thoroly suited in every way for a gift book for holiday purposes or as a wedding present. (Houghton, Mifflin & Co., Boston, Publishers.)

The distinction between roguery and villany in general is usually perceptible, tho no hard and fast line can be drawn. The literature of roguery, however, deals essentially with the occasional criminal who is tending to become professional. This large and important tract of literature has hitherto, in main, however, escaped classification. *THE LITERATURE OF ROGUERY*, by Prof. F. W. Chandler, a new volume in *THE TYPES OF ENGLISH LITERATURE SERIES*, is singularly interesting and attractive. With much success it exhibits in its origin and organic growth this body of literature of considerable extent and intrinsic interest. As reflecting the disintegrating play of the forces of evil in society it traces the development of anti-heroism in letters. It is a study of realism, for it investigates the role enacted in literary art by the observation of low life. The greater writers who are shown to have contributed materially to the literature of rascality include Shakespeare, Defoe, Marryat, Dickens, and Thackeray. Few, if any, recent works contain at once so much that is fresh and suggestive to the student of books and so much that is entertaining to the student of human nature. *LITERATURE OF ROGUERY*. By F. W. Chandler. (Houghton, Mifflin & Co., Boston. 2 vols. \$3.00 net.)

Among the multitude of books on birds which have poured from the press of the country during the last few years, *AMERICAN BIRDS PHOTOGRAPHED AND STUDIED FROM LIFE* stands out unique in the wonderful accuracy of its descriptions. The illustrations are from photographs taken by the author, William Lovell Finley, and by Herman T. Bohlman. They are wonderfully clear and the birds have been caught in a great variety of characteristic positions—mothers feeding little ones; the young birds about to leave the nest; a humming-bird poised in mid-air to feed from flowers, etc., etc.

The text is as accurate as the photographs and reveals an intimacy with the individual and family life of birds as interesting as it is unusual. The best bird book that has appeared in years. (Charles Scribners' Sons, New York. \$1.50 net.)

It has been said that John Smith loved actions, not words. After reading *BOY'S LIFE OF CAPTAIN JOHN SMITH*, by Eleanor H. Johnson, we should rather say with the author that he loved action first and words next. The book is very fittingly dedicated "To all American boys who are interested in the beginning of their country." The author feels that we understand people best when we look for their good points, and therefore emphasizes the virtues of this brave character, and says little about his faults. It is one of Crowell's Young People's Series. (T. Y. Crowell & Co., New York. 75 cents.)

Charlotte Porter and Helen A. Clarke add to the list of their "First Folio" edition of Shakespeare *THE TRAGEDIE OF ROMEO AND JULIET*. The convenient and inexpensive form in which it makes it possible for scholars to obtain the original readings of the text fully justify the issuing of this series. There are also excellent notes upon the sources, literary illustrations, a list of variorum readings, and selection of famous criticisms. It is a thoroly reliable and useful edition that will prove of great assistance to students. (T. Y. Crowell & Company, New York.)



THE LATEST PORTRAIT OF THE AUTHOR OF "THE OLD PEABODY PEW," ETC.

Courtesy of Houghton, Mifflin & Co., Publishers, Boston.

Andrew Lang is a capital story teller. His FAIRY Book series is a joy to thousands of children and lovers of children. They represent the best setting which the eternal stories of mankind have yet had. In folklore Andrew Lang is at his best. And here belong, of course, also the ever fresh myths and hero songs of Hellas. His most recent contributions to juvenile literature is a delightful book called TALES OF TROY AND GREECE. The stories are as charming as have ever 'come' from his pen. The book ought to find a welcome place in every school library. It is a real



From Lang's "Tales of Troy and Greece." Longmans, Green & Co., Publishers.

treasure. Young children will read it with pleasure, and their hearts will be warmed by the glow of that enthusiasm which emanates from the Hellenic master works. The illustrations are masterpieces. They were done by H. G. Ford, who has co-operated with Andrew Lang in many other books for the young. The pictures are a decided help to the getting at the core of the "Tales." (Longmans, Green & Company, New York.)

STORIES TO TELL TO CHILDREN, by Sara Cone Bryant, is an unusual collection. Most of these compilations are very much like each other, drawn for the most part from the same sources. Miss Bryant's tales are different from the rest. In the first place many of them are actually original, or, where not the product of her own imagination, have been taken from fields which have not been so thoroly worked over by earlier writers and compilers. The stories are fresh and bright. They are of the kind which children will beg to be told over and over. (Houghton, Mifflin & Company, Boston. \$1.00 net.)

WRIGHT'S SHORT HISTORY OF GREEK LITERATURE affords a general survey of the whole field of Greek literature, from Homer to Julian. It is written rather from the literary than the philological standpoint, and contains such helpful features as numerous parallels quoted from English literature, lists of standard translations, and references to modern essays dealing with the Greek masterpieces. At the end of each chapter is a bibliography of the more important literature



From Andrew Lang's "Olive Fairy Book." Longmans, Green & Co., Publishers.



Harvard House, Stratford-on-Avon. From "John Harvard and His Times." By Henry C. Shelley. Little, Brown & Co., Publishers.

of the topic treated. It is a book which will appeal both to the general reader and to the college student who wishes to realize intelligently the significance and relations to the whole of the classic masterpieces he is reading. The author, Wilmer Cave Wright, Ph. D., is associate professor of Greek, Bryn Mawr College. (American Book Company, New York. \$1.50.)

FOOTE AND SKINNER'S EXPLORERS AND FOUNDERS OF AMERICA, by Anna Elizabeth Foote, Department of History, Training School for Teachers, Jamaica, N. Y., and Avery Warner Skinner, Superintendent of Schools, Oneida, N. Y., is one of the well-known and popular series of Eclectic Readings, and is intended for use in the fourth and fifth years. It gives attractive biographical sketches of thirty-four prominent characters in the history of America, from the days of the earliest adventurers down to the Revolutionary War. Each character portrayed is a representative type of a period of activity, or of a phase of our country. Each sketch gives details that are sure to interest children, while the book as a whole presents all the most important events of our early history. The material has been put in form of short sentences, expressed in easy colloquial style; and each sketch is followed by suggestive topics for oral or written composition. Many maps and pictures illustrate the narratives. (American Book Company, New York. 60 cents.)

Cooper's ADVENTURES OF DEERSLAYER, adapted by Margaret N. Haight, is the latest issue in the series of Eclectic Readings. It is intended for supplementary reading in the fifth or sixth grade, and is a very thoro abridgement of Cooper's famous story, in which all lengthy descriptions, tedious conversations, moral reflections, and other unnecessary details have been carefully omitted. Cooper's own words, the atmosphere of the original, have been retained wherever possible, the story moves right along, the interest continues from beginning to end, and there are no apparent breaks in the narrative. The present form is admirably adapted to the use of children in schools. (American Book Company, New York. 35 cents.)

A story of animals next best to the Uncle Remus tales is Mary E. Calhoun's DOROTHY'S RABBIT STORIES.

Dorothy is a little Southern girl who has a

pet kitten named "Kim." Every night after supper Dorothy and "Kim" curl up in front of the fire and tell stories. Sometimes it is a story about the events of the day, but more often it is a story about animals that Uncle Phil has told Dorothy. In these stories, as in Uncle Remus, the Rabbit is the hero, but his adventures are entirely new and amusing. A book the little folks will be sure to enjoy. Illustrated by E. Wade Blaisdell. (T. Y. Crowell and Company. \$1.00.)

Many are the heroes who have given their lives in the endeavor to wrest from the pitiless icy North its jealously-guarded secret of a northwest passage. The story of LIEUTENANT JOHN FRANKLIN OF THE ROYAL BRITISH NAVY, is full of adventures and also of hardship endured on a purely scientific mission. NORTH OVERLAND WITH FRANKLIN, by J. Macdonald Oxley, tells this story in a delightful manner and gives interesting glimpses of the life in the colonies of the Hudson Bay Company. It is a book that young and old alike will enjoy reading. Illustrated. Crowell's Young Peoples Series. (T. Y. Crowell & Co. 75 cents.)

Amid the deluge of worthless fiction and stupid history and biography, it is a genuine pleasure to happen upon anything as substantial as George Morgan's new, excellent biography of Patrick Henry. The title of the book, *THE TRUE PATRICK HENRY*, is no misnomer. This book on the greatest of American orators is historically accurate, yet is as readable as a romance. Patrick Henry is made, for the reader, to live again, and the scenes in which he took part become vivid and real. It is with actual enthusiasm that this book is recommended to the public generally, and especially to teachers. Accurate, analytical, and comprehensive, it will be thoroly appreciated by students, while to the average reader it will shed much light on matters connected with the revolutionary days. (J. B. Lippincott Company, Philadelphia. \$2.00 net.)

A book of quaint stories about the young people of the New Mennonite faith is *THE BETROTHAL OF ELYPHOLATE*. These young people altho so simple, are very interesting and romantic. Their manner of speech as well as way of living is unique and at the same time entertaining. Illustrated by Charlotte Harding and Alice Barber. (Century Company, New York. \$1.50.)



The King gave a great laugh. From
"The Princess and the Goblin" J. B. Lippincott Co., Publishers.

TOM, DICK AND HARRIET, by Ralph Henry Barbour, is a book full of life and one that both girls and boys will enjoy. It is perhaps the best of this writer's stories of school work and play. The scenes and some of the characters are the same as in "The Crimson Sweater." Roy and Harry continue to be leaders in the life at Ferry Hill. There is a new boy—Dick—whom Harry persuades to leave Hammond for Ferry Hill, and who stirs up things in a wholesome way.

The account of the game between Ferry Hill and Hammond which wins for Ferry Hill its much needed endowment is both exciting and interesting. (Century Company. Illustrated. \$1.50.)

THE YOUNG TRAIN DISPATCHER, by Burton E. Stevenson, the author of "The Young Section Hand," The young hero, Allen, takes up another branch of railroading, and proves his manliness and courage in some exciting adventures. He has some narrow escapes, but thru all his adventures is faithful to his duty. A good book for boys. Illustrated by A. P. Button. (L. C. Page & Company, Boston. \$1.50.)

Helen Hay Whitney has already won such popularity as a writer of children's verse that a new volume of her work is sure to meet a warm and hearty welcome. *THE BED TIME BOOK* is even more charming than her earlier *VERSES FOR JACK AND JOAN* or *THE PUNCH AND JUDY BOOK*. Children are, after all, the best judges of the books made for them, and their unconsciously expressed praise or blame is a safe guide. This unsolicited criticism has been unanimous in its approval of Mrs. Whitney's work.

The pictures of Jessie Wilcox Smith are too well known to call for comment, but it would seem that her drawings in color, made for the present volume, are even more delicate than usual in their portrayal of childhood.

The combination of Mrs. Whitney's verse and Miss Smith's drawings has furnished one of the best juveniles of the year. Dainty and charming, it will unfailingly appeal to children. (Duffield and Company, New York. \$1.50.)



Few reference volumes can compare in importance and usefulness with *TABULAR VIEWS OF UNIVERSAL HISTORY*, which was originally prepared by George Palmer Putnam, and has been continued to date by H. E. Jones and Simeon Trunsky. The present volume is a new edition revised and enlarged.

To speak of this book merely as a reference volume in which the dates of certain events might be looked up, would be to limit its field of usefulness. The presenting of the important facts and dates in the histories of different countries in parallel columns enables the eye to take in at a glance the important events and movements that characterized any period in the different countries of the world. It thus presents history as a whole, not as a series of separate national chronologies.

Its excellent arrangement, and the thoro scholarship employed in its compilation make *TABULAR VIEWS OF UNIVERSAL HISTORY* of unique importance to the historian, scholar, and general reader. (G. P. Putnam's Sons, New York.)

Emilie Poulsson has given us a novel set of rhymes and plays called *FATHER AND BABY PLAYS*.

These plays are to help the mother keep the father's image and love present to the baby thru the long day of absence. The book is full of rhymes which the mother may use with baby while washing and dressing him, to keep in mind the homecoming of father.

There are shadow plays, finger plays, climbing plays, with fifteen original songs and many other delightful rhymes for both father and mother to use in playing with the baby. It is illustrated by Florence E. Storer. (Century Company, New York. \$1.25.)

For years *ST. NICHOLAS* has been a byword in the house-holds of hundreds of American families. Its stories have always been wholesome, entertaining, and instructive. It has endeavored to cultivate a taste for good reading. Four volumes of these stories have recently been published, and are sure to prove a source of great enjoyment to hundreds outside of the St. Nicholas family. Adventure, travel, and description, chiefly in the great sections of the United States, share the honors. Their value cannot be over-estimated.—"Geographical Stories, retold from *St. Nicholas Magazine*," "Western Frontier Stories," "Stories of the Great Lakes," "Island Stories," and "Sea Stories." All Illustrated. (Century Company, New York.)



From "Day; Her Year in New York," by Anna Chapin Ray.
Little, Brown & Co., publishers.

THE OPTIMIST'S GOOD MORNING is a splendid book to get up by. It will adjust the rose-colored spectacles for our first look at the world. Florence Hobart Perin has brought together some of the best and brightest short verses and prose quotations obtainable, and arranged them to last thru the entire year. At the end of the volume are some selections for special occasions, such as mother's birthday, father's birthday, and the birth of a baby, etc.

It is a fresh and ringing word of cheer to send a friend. (Little, Brown & Company, Boston. Cloth, \$1.00 net. White and gold, \$1.25 net. Limp morocco, \$1.50 net.)

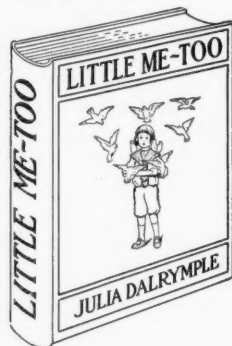
The assassination of Abraham Lincoln startled the world. It wiped out the feeling of brotherly love in the Northern heart toward the South. The North believed in a far-reaching conspiracy and the result was reconstruction—the one injustice which the South has to complain of and the North to regret. Lafayette McLaws, in her latest book, *THE WELDING*, notes and studies those elements in the beginnings of the Republic that developed and made inevitable the late friction and disruption culminating in the Civil War; shows the strength and weakness of conflicting sectional interests in national politics, and finally pictures the welding of those interests into the promise of a united nation. She has taken a large view of the question and the book has the vigor and life that comes from a vital personal interest in the subject. (Little, Brown & Co., Boston. \$1.50.)

We have many lives of Napoleon which give particular attention to his successes and failures as a general and statesman, but seldom are we treated to a view of this great character as he was known by his neighbors on the Island of St. Helena. The story of his friendship for a little girl tells in a most fascinating way of the secret of his marvelous influence. That the Napoleon whom this little girl knew—fun-loving and considerate of those about him—was as truly Napoleon as the man before whom many had trembled—whom his enemies have so criticised—to look at him as his young neighbor looked at him is to understand slightly this secret. In *NAPOLEON'S YOUNG NEIGHBOR*, Helen Leah Read has given a vivid form to conversations and incidents related, undramatically and without great attention to chronology by Mrs. Abell—the young neighbor—in her *RECOLLECTIONS OF NAPOLEON AT ST. HELENA*, published in 1847. (Little, Brown & Co., Boston. Illustrated, \$1.50.)

Those who are acquainted with our friend Susan Clegg will be interested to learn how she came to have a man in the house. Susan had, shortly before her father's death, proposed to four different men, each of whom had in turn rejected the proposal. When, after the demise of her parent, it appeared that she was the sole possessor of a nice little property, each of the four had tried to renew the proposition only to be scornfully turned down by Susan. But she really did have a man in the house; how he came there, and the results form the foundation of another of Anne Warner's bright tales. *SUSAN CLEGG AND A MAN IN THE HOUSE*, is a book to keep one smiling from the first page to the last. That is sufficient excuse for the existence of any book, and

the illustrations by Alice Barber Stevens enter well into the spirit of the fun. (Little, Brown & Co., Boston.)

An interesting story of the happenings of two little boys is told by Julia Dalrymple. Philip and Little Me Too were real boys, and the book tells of their plays in doors and out. The book is well illustrated by Sears Gallagher, and from photographs. (*LITTLE ME-TOO*, by Julia Dalrymple. 75 cents. Little, Brown & Co.)



Italy, the exhaustless source of description, has inspired one more volume. Lillian Whiting, already favorably known as a writer in this field thru her *FLORENCE OF LANDOR*, now offers *ITALY, THE MAGIC LAND*. The picture which Miss Whiting presents is of Italy, the land which has drawn to it the great men and women of all nations to sojourn for a time within its borders. It is the result of this congregation of literary and artistic people from many nations that has produced that unique and charming society which is as much a part of Rome as its ancient ruins or of Florence as its works of art. It is, so to speak, an informal book with all the charm that the term implies when combined with an intimate knowledge of the country. It shows a true love of Italy, as it is to-day and as it was, as the past is revealed thru the present. The illustrations are splendid reproductions of some of the choicest pieces of modern Italian art. A delightful book, out of the line usually followed by those whose love for Italy has led them to write of it. (Little, Brown & Co., Boston. \$2.50 net.)



"He is a trouble, Mrs. Lathrop." FRONTISPIECE. (See page 21)

From "Susan Clegg and a Man in the House," by Anne Warner.

Copyright, Little, Brown & Co., Publishers, Boston.



From "Aunt Jane of Kentucky," by Eliza Calvert Hall.
Little, Brown & Co.

As a romance of every day life, *UNDER THE HARROW* will make a strong bid to enter the list of most popular novels of the year. It is thoroughly human, thoroughly natural, and thoroughly interesting.

Making a living with only one's brains for capital is not an easy task, and the girl who undertakes it in New York faces a problem that is full of interest. Ellis Meredith has infused his story with a great deal of realism. At the same time there is true romance. It is a book thoroughly worth reading both for the interest of the tale and for the picture it gives of a great city as it appears to a poor girl trying to make her way against heavy odds. (Little, Brown & Company, Boston. \$1.50.)

One of the daintiest books of the season has been issued by the Lippincotts. Ralph Henry Barbour is the author of *HOLLY*, and a charming picture he has given us of a dainty typical Southern girl. The story is especially adapted to the interest of young girls. The book is bound in pearl gray cloth, elaborately decorated with gold, and is illustrated most charmingly with full-page pictures in color, and small pen and ink drawings by Edwin F. Bayhe. The volume is boxed, and is admirably arranged as a holiday gift book. It might be worth keeping in mind also, that it is suitable as a graduating present for a girl of high school age. (J. B. Lippincott Company, Philadelphia. \$2.00.)

A new volume of Anna Hamlin Weikel tells of Betty Baird's first year at home after her days at school. She is still a bright, energetic girl, and tries in various ways to earn money to help pay off the mortgage on their home. For one reason and another her ventures prove failures until a friend helps her find her talent, by making use of which she is able to earn a considerable amount of money. With all her discouragements she is always a happy, helpful girl, one that everybody loves. *BETTY BAIRD'S VENTURES*, by Anna Hamlin Weikel. Illustrated. (Little, Brown & Co., Boston. \$1.50.)

Left to himself the American Indian was truly a child of

nature. Half understood by those in higher grades of culture, he has, again and again, been unavoidably the victim of misapprehension and a sufferer from radically wrong impressions. The Indian of to-day is a result of the conditions of the stone age clashing with advanced civilization.

In *THE AMERICAN INDIAN AS A PRODUCT OF ENVIRONMENT*, the situation is clearly pictured as like that of a child of the kindergarten thrust suddenly into the high school. Whatever the faults or foibles of the Indian, whatever his strength or his weakness, as a type of man he is destined to disappear under the irresistible influences of a mightier race. The Indian will live, but not as an active, vital force. Tradition will keep alive the sad story of his career.

The subject is most deeply interesting to every student of American life, and this latest volume should attract the general reader as well as the student of anthropology.

(*THE AMERICAN INDIAN AS A PRODUCT OF ENVIRONMENT*. By A. J. Fynn. Little, Brown & Co., Boston. Illustrated. \$1.50 net.)

DAYS OFF, AND OTHER DIGRESSIONS, is the title of Henry Van Dyke's new book which has just been published. It contains in all twelve chapters, the contents of which are excellently described by the titles. They are: *Days Off, A Holiday in a Vacation, His Other Engagement, Books that I Loved as a Boy, Among the Quantock Hills, Between the Lupin and the Laurel, Little Red Tom, Silverhorns, Notions about Novels, (Some Remarks on Gulls, Leviathan, and The Art of Leaving Off.* There are some delightful short stories in this group, very pleasant accounts of fishing, of hunting, and of wandering in the woods and streams described as only Dr. Van Dyke can describe them; much shrewd and suggestive comment on men and things, and a

pervading atmosphere of the open air and of a charming cultivation that stimulates and delights at the same time.

None of Dr. Van Dyke's books contain the characteristics of his best work more delightfully blended than the present volume. It is the artist writing of nature—human and otherwise. There are a number of good illustrations well reproduced in color. (Charles Scribner's Sons, New York. \$1.50.)



From "Days Off and Other Digressions," by Henry Van Dyke. Charles Scribner's Sons, Publishers.

F. Hopkinson Smith's new novel, *THE ROMANCE OF AN OLD FASHIONED GENTLEMAN*, has taken its place at once as one of the most attractive and satisfactory books that have appeared in many years. The main personage of the story, an artist, is one of the most admirably drawn figures in recent fiction and a personage of rare quality, particularly in modern literature. The story of his trip to Maryland, of his adventure there, of his return from Europe and the life he led, of his friendship with the young man to whom he had so romantic a tie, and what he did for him in the great struggle of his career, makes the best of good reading, and reading of a wholesome, healthy kind that appeals to the best in the reading public, and will continue to appeal to them for many years. Mr. Smith has done no work to which his admirers can turn with more whole-hearted satisfaction and pleasure. Keller's charming illustrations in color are a feature of the volume. (Charles Scribner's Sons, New York. \$1.50.)



From "The Romance of an Old Fashioned Gentleman," by F. Hopkinson Smith. Charles Scribner's Sons, Publishers.

led, of his friendship with the young man to whom he had so romantic a tie, and what he did for him in the great struggle of his career, makes the best of good reading, and reading of a wholesome, healthy kind that appeals to the best in the reading public, and will continue to appeal to them for many years. Mr. Smith has done no work to which his admirers can turn with more whole-hearted satisfaction and pleasure. Keller's charming illustrations in color are a feature of the volume. (Charles Scribner's Sons, New York. \$1.50.)

Mary A. Jordan, professor of English language and literature in Smith College, has made a selection of Emerson's essays for the Riverside Literature Series. With one exception—Behavior, from Conduct of Life—the selection has been confined to those found in Essays, First Series, and Essays, Second Series. They include most of the ones best known and most representative.

The important consideration, since the volume is intended for young readers, is the notes. They must be such as will explain the text and make clear its allusions if Emerson is to be appreciated. They fulfil these requirements fully, and hence the volume is thoroughly satisfactory as a text-book. The introduction is admirable and well suited to the needs of the readers for whom it is intended. This is, without question, the most suitable collection of Emerson's Essays to put in the hands of the student. The format of the book is that of the other double volumes of the series, attractive and convenient. (Houghton, Mifflin, & Company, Boston. 45 cents.)



Sample illustration from "The Rival Campers Series."
Copyright, 1907, L. C. Page & Co., Boston.

The campers in the new volume of their chronicles, *THE RIVAL CAMPERS ASHORE*, make a novel acquisition, a new friend—a girl. She is a worthy companion to the sterling chaps whom we have now come to regard as old friends. The author, Mr. Perley Smith, has drawn an attractive picture of his heroine. She is daring and resourceful and leads the boys into more than one daring adventure. Boys will delight in this story of boys' life in the open. It is a natural, healthful book, full of life and excitement. The young fellows are good losers and equally good winners. Illustrations are furnished by Louis D Gowing. (L. C. Page & Company, Boston. \$1.50.)

THE DOCTOR'S LITTLE GIRL is a sweet little story for girls by Marion Ames Taggart. It is a simple tale simply told but with an undoubted charm that will fascinate young readers. The author knows children well, knows of what they think, of what they talk, and the strange and beautiful fancies which form so large a part of their life. She knows, too, how to attract their interest and hold it. It is a book that any girl will welcome as a Christmas gift. Amy Carol Rand has furnished drawings for a frontispiece and seven other illustrations. (L. C. Page & Company, Boston. \$1.50.)

Just the book for bedtime is *THE SANDMAN: HIS SHIP STORIES*, by William J. Hopkins. There is a sleepy atmosphere thruout the book that is delightful for their purpose. The first story tells how a certain ship was built, and the succeeding stories take the same ship thru the launching, its first voyage, and many other voyages. For the last story the ship is brought back to the harbor from which it started. The book will be welcomed by all who are asked to read or tell stories at bedtime. Illustrated by Diantha W. Horne. (L. C. Page & Company, Boston. \$1.50.)

Jack Lorimer and his friends stand for the best example of all round American high school boys and girls. Winn Standish, the author, is a believer in athletics of all kinds. In his new book, *JACK LORIMER'S CHAMPION*, he tells of baseball and other sports in connection with high school work. The spirit of fair play in all sports is brought prominently before the reader. Any healthy boy or girl interested in athletics will enjoy the book, and will profit by reading it. (Illustrated, \$1.50. L. C. Page & Co.)

Are we, indeed, going to lose our *LITTLE COLONEL*? But the title of Annie Fellows Johnston's new book, *THE LITTLE COLONEL'S KNIGHT COMES RIDING*, sounds very ominous. It is, alas, the closing of this charming girlhood which the present volume records. Our heroine has grown to be so real to us thru her earlier chronicles that she seems a part of some pleasant life we have lived in a bright, indefinite past. The present volume is as fascinating as its predecessors. *THE LITTLE COLONEL* passes from girlhood to womanhood with the grace and charm that has

always been hers. (L. C. Page & Company, Boston. \$1.50.)

THE LITTLE COUSINS who greet us this Christmas are from more remote lands than usual. They are *OUR LITTLE ARABIAN COUSIN*, *OUR LITTLE HINDU COUSIN*, *OUR LITTLE*



Specimen illustration from "The Little Cousins Series."
Copyright, 1907, L. C. Page & Co., Boston.

ALASKAN COUSIN, and *OUR LITTLE BRAZILIAN COUSIN*. The two former are described by Blanche McManus, and the two latter by Mary F. Nixon-Roulet. They are interesting little people, these young relations of ours from the four quarters of the globe.

These splendid books furnish one of the most effective ways of teaching young folk the widely varying life and customs of many lands. There is no dry description; everything is a part of a real, live story, and yet the readers of these little books will carry from their pages true and vivid pictures. The volumes are well and fully illustrated. (L. C. Page & Company, Boston. 60 cents each.)



"Holly placed her hand in his and leaped lightly to the ground." From "Holly," by Ralph Henry Barbour.
J. B. Lippincott Co., publisher.



"JERRY CROSSED HIS PRECARIOUS BRIDGE."
From "What Robin Did Then." Copyright, Dana
Estes & Co., 1907

Those who have tasted the least dish of Mrs. Herrick's cooking will know that her SUNDAY NIGHT SUPPERS will be good, and those familiar with her writing will feel assured that not all the spice is used in the cooking. Here is a bright book of recipes for a meal that somehow needs brightening more than most. The dishes described sound delightfully dainty and appetizing. The little volume will be a most charming Christmas gift. (Dana Estes & Co., Boston.)

THE STORY OF GRANDMOTHER, by Laura E. Richards, is one of the daintiest, most pathetic tales that has been published in a long time. Its very pathos suits it to older readers, perhaps tho in a far less degree to younger readers also. The little eighteen-year-old grandmother, whose short life was so delicate and who really never lived, as the author says, reads like a prose poem. It may be suggested that the little story is a particularly suitable book to be given to a grandmother at Christmas time. (Dana Estes & Co., Boston.)

Mr. Bates was operator, cipher-operator, and manager of the War Department Telegraph Office from 1861-1866, when Lincoln used to visit the office daily. So he had an unusual opportunity of becoming acquainted with Lincoln as a man, and it is the man of lovable nature that Mr. Bates pictures in his book about LINCOLN IN THE TELEGRAPH OFFICE. There are many interesting side lights on some of the other public men at that time—such as McClellan, Eckert, Thomas A. Scott, Andrew Carnegie, and others. The book is very interesting and rich in anecdote. There are many illustrations from photographs and original documents. (The Century Co. \$2.00.)

TWO CHILDREN IN THE WOODS is a simple little story. The children are natural and life-like. They have many a good time in much the same way that most other children do, but the telling of it, somehow, makes all who read about them share in it. Their camping experiences are frequently very funny, and sometimes very exciting. The author, Rosalind Richards, shows a real understanding of what interests children. It is a healthful, happy book, that children will thoroughly appreciate. The illustrations are well executed. (Dana Estes and Company, Boston.)

A great many generations of children have been made happy at Christmas time by finding CHATTERBOX close beside their Christmas stocking. The volume of CHATTERBOX for 1907 is even better than usual. As of yore, it has many full-page illustrations, all of them interesting and well printed. This year, however, the volume is enlivened by a number of

full-page illustrations in color, which add largely to the beauty of the book and to its interest for children. The stories are excellent, and there are, in addition, a large number of articles written in a form to interest young folks that really have scientific or other informational value. Parents and teachers planning gifts for the present holiday season will do well to investigate for themselves CHATTERBOX for 1907. (Dana Estes & Company, Boston.)

The most interesting of the well known MINUTE BOY SERIES which has yet made its appearance is the new volume, THE MINUTE BOYS OF SOUTH CAROLINA. The author, James Otis, has based his tale upon a collection of letters and memoranda written by one of the young fellows who aided Marion in the irregular, but daring and picturesque, warfare which he waged upon the British thruout the Southern States at a period when the cause of Independence was at its lowest ebb. The Swamp Fox is one of the most romantic figures in our national history and the boys who followed his lead were sure of adventure. Mr. Otis has woven the facts taken from this material into one of the best boys' books of recent years. The volume is fully illustrated with drawings by J. W. F. Kennedy. (Dana Estes & Company, Boston.)

James Arthur Tufts, professor of English, Phillips Exeter Academy, has edited Goldsmith's VICAR OF WAKEFIELD and DESERTED VILLAGE. It forms the latest addition to the Gateway series of English texts, prepared under the general editorship of Professor Van Dyke, of Princeton. The two famous masterpieces of Goldsmith are here edited with especial care to make them clear, interesting, and helpful to those beginning the study of literature. The introduction contains a sketch of the early development of the English novel, an account of Goldsmith's extraordinary life, and criticisms of his writings, by contemporary, as well as later, authors. The notes will elucidate all obscure points in the text. (American Book Company, New York. 45 cents.)

Public interest has been aroused in children when at school, but little attention has been given to the more important question of the first two or three years of child life. Wise feeding and care for the first few years will give any child not constitutionally unsound, a good start in life; whereas the evil conse-



"I PROPOSE THAT WE HALT HERE."
From "The Minute Boys of South Carolina."
Copyright, Dana Estes & Co., 1907.



"'MISSY!' HE SAID, 'AND COME AND CALL ON JEREMIAH'S DOUGHNUTS!'"

From "Two Children in the Woods." Copyright, Dana Estes & Co., 1907.

quence of ignorant management during these years will never be overcome. Blanche Tucker in her *NOTES ON THE CARE OF BABIES AND YOUNG CHILDREN* has given the simple truths in regard to hygiene that everyone should know. As future mothers, all school girls should receive intelligent instruction in hygiene, the care of infants, and cooking.

This little book will furnish teachers with one more means of imparting to their pupils information which will be interesting to them, and of great use in after life. (Longmans, Green & Co.)

Frances Margaret Fox, in *THE COUNTRY CHRISTMAS*, once more introduces us to the Mulvaney with whom she first made us acquainted in *HOW CHRISTMAS CAME TO THE MULVANEYS*. They are as funny as ever, and by moving to the country acquire a larger field for their most interesting development. Stubbins is the quaint little chap of former times. Hannah is still her mother's able lieutenant, and Mrs. Mulvaney the resourceful general of old. The family fortunes are decidedly on the mend, and by the time Christmas arrives and a new "pa" is secured in the person of farmer Welcome Hodgkins, its felicity might be said to be at a maximum. A bright, clever story it is, with just a suggestion of pathos that makes it thoroly human. The illustrations fit the story beautifully. (L. C. Page & Company, Boston. 50 cents.)

The way a summer was spent in the country, by some original, imaginative children, is well told in *LITTLE WHITE INDIAN*, by Fannie E. Astrander. Nothing short of Indians was exciting enough for them. They were two tribes, and their experiences making wigwams and their hunting adventures are very amusing. (L. C. Page & Co. \$1.25.)

An exceptionally well written book is *THE RED FEATHERS*, by Theodore Roberts. Its unique play of fancy and imagination will appeal to all children as well as to those adults who are still young in feeling. The story is based on the old Indian legend of the eternal conflict between good and evil. There is a delightfully human atmosphere thruout and the ultimate triumph of good over evil is, of course, as it should be. (*THE RED FEATHERS*, by Theodore Roberts, \$1.50. Illustrated and decorated by Charles Livingston Bull. L. C. Page & Co.)

BILLY'S PRINCESS is a child's book of delightful surprises. Billy is a decidedly interesting small boy and the way he faces the world at once wins our admiration, as, in the end,

it won admission to the castle of the Princess. The Princess is a dainty little maid, charming, and at last very gracious. Children will enjoy the story thoroly and appreciate unconsciously its trueness to their nature. The author, Helen Eggleston Haskell, is to be congratulated upon her success. Helen McCormick Kennedy has supplied a series of good drawings to illustrate the tale. (L. C. Page & Company, Boston. \$1.50.)

Books Received.

D'Annunzio, Gabriele.—*THE DAUGHTER OF JORIO*. Little, Brown & Co

Hewitt, Emma Churchman.—*EASE IN CONVERSATION*. George W. Jacobs & Co.

Matthews, Irma B.—*UNDER A CIRCUS TENT*. George W. Jacobs & Co.

Putnam, George Palmer.—*TABULAR VIEWS OF UNIVERSAL HISTORY*. G. P. Putnam's Sons. \$2.50.

Washington, Booker T. and Dubois, W. E. Burghardt.—*THE NEGRO IN THE SOUTH*. George W. Jacobs & Co. \$1.00.

Whiting, Lillian. *ITALY, THE MAGIC LAND*. Little, Brown & Co. \$2.50.

Baldwin, James.—*THE SECOND FAIRY READER*. American Book Co. 35c.

Barbour, Ralph Henry. *HOLLY*. J. B. Lippincott Co. \$2.00.

Johnston, Emma L. and Barnum, Madeline D.—*A BOOK OF PLAYS FOR LITTLE ACTORS*. American Book Co. 30c.

MacDonald, George.—*THE PRINCESS AND THE GOBLIN*. J. B. Lippincott Co.

Morgan, George.—*THE TRUE PATRICK HENRY*. J. B. Lippincott Co. \$2.00.

Tilley, Arthur.—*FRANCOIS RABELAIS*. J. B. Lippincott Co. \$1.50.

Foote, Anna Elizabeth, and Skinner, Avery Warner.—*EXPLORERS AND FOUNDERS OF AMERICA*. American Book Co.

Rugh, Charles Edward, T. P. Stevenson, Edwin Diller Starbuck, Frank Cramer, and George E. Myers.—*MORAL TRAINING IN THE PUBLIC SCHOOLS*. Ginn & Co.



"ALTHOUGH QUITE DUSTY, THE CONDITIONS WERE FAVORABLE FOR FAST RUNNING."

From "The Lost Dragon." Copyright, Dana Estes & Co. 1907.

The Home and the School.

[Denver Republican.]

It brings profound encouragement to thinking people to realize the amount and the character of the work now undertaken by the Congress of Mothers.

This organization, which stands primarily for "raising the standard of home life," approaches the school in a new spirit. No longer in the attitude of criticizing the school for not being perfect and blaming the teacher because she is fallible, these mothers seek first of all to prepare themselves to understand the condition of the school life, to realize and correct their own shortcomings in the home, to stimulate and help one another to live up to their higher possibilities as mothers.

A number of circles of the Mothers' Congress have already been formed here, and there comes from almost every school district the call for help in the formation of others. Mothers long to do their full duty, and it requires only that they be approached with love and sympathy to enlist their larger support of a movement which promises to solve many of the most difficult problems. When the mother sees the teacher and the school as it looks to her child, and the child as he is in the eyes of the teacher; when the teacher looks upon the child with an intimate knowledge of his mother's character and his home surroundings for a background, a condition will be reached where one can work in harmony with the best results.

The methods of these circles naturally vary. One little group of mothers feels its first need to be the study of books or listening to talks which will prepare them to meet easily and frankly the questions of their little ones in regard to sex, and the beginnings of life, than which no subject is of more vital importance. Formerly everybody blamed the mother for her failure in this respect, and few till now came forward and showed her wisely step by step how to proceed.

Another group considers such subjects as proper breakfasts for school children, the best books for children and mothers, home discipline, etc. It is readily seen that such topics as these and a hundred others are of engrossing interest to the earnest mother.

When a new school year opens or a new subject of study is presented to the children, still another circle invites the school principal to send to their meeting a teacher who will explain fully the value of the study, its methods and principles, so that the mother's interest is assured from the start, and if the child dislikes the study—as for instance is often the case at first in physiology—the mother is able by her understanding and appreciation to hold him to his task and overcome his objections.

The mother and the teacher, whether they recognize it or not, are working in partnership, and it is the avowed purpose of the Mothers' Congress to bring both to a sense of the joy they will find in their undertaking when they work hand in hand—in full sympathy and understanding, with all imaginary barriers swept away.

It is true that parents have apparently shown an alarming indifference to the affairs of the school, and that some serious difficulties have arisen in consequence. This indifference has grown out of a mistaken idea that the school life is the teacher's business and that parents help most by keeping out of the way. When the school is visited only by indignant protesting parents, it is only natural that the teachers dread their appearance upon the scene and do not encourage a repetition.

All these misapprehensions are in a fair way to be dispelled. We shall have before long a community of earnest, intelligent and enthusiastic mothers eager

to bring their homes up to higher standards, determined to spare no pains to co-operate in every way with the school people, and acting on the conviction that if they take care of the homes the nation will take care of itself.

Parents' Associations in Germany.

By DR. L. R. KLEMM, of the United States Bureau of Education, Washington, D. C.

Parents' Associations are quite frequently found in Germany, where they are called *Eltern-Abend* (parents' evenings). They are usually in intimate connection with the school, and the teachers play leading parts in the proceedings of the meetings. Often lectures on interesting subjects are held; lessons in current topics are given; experiences are exchanged between parents and teachers; measures are agreed upon to check certain local evils; methods are discussed to rescue children from wicked influences; truants are redeemed, and musical performances are inserted to make the meetings pleasant even to those who are not particularly interested in the topic of the day.

There can be no doubt as to the usefulness of these associations. They prove to be social centers of no mean importance, and the schools are greatly benefited by them. To draw together to mutual understanding and work the two most important educational influences of the growing generation, home and school, is an object worthy of the labor of the best in the community. If we further consider, that in these meetings many valuable educational seed-corns are sown among the parents which prevent their sliding back into a condition of ignorance, especially in small settlements or villages, these associations prove to be the preservers of common school education, veritable continuation schools.

During my recent visit in Germany, I attended two such "parents' evenings" in small towns, and I was told that no church had ever benefited the community as these "evenings" had done. The meetings were held in schoolrooms, and thus the school-buildings were utilized more than formerly.



"Oh, Mother! Mother! Father! Father! Look at our Lion! We found him ourselves! He's ours!"
From Frances Hodson Burnett's "The Cozy Lion." Copyright, 1907. The Century Co.

The Schooling of Baby.

By F. ELLIOT CARTER, New Jersey.

[From *Teachers Magazine* for December.]

It was the opening day of school, and the day that Baby was to go to school for the first time. School was an introduction to life. To attend it was to become a different person, to leave the ranks of very little girls; to be one of the people.

Besides, Clarence and Lily went to school, and what they did was just right. They said that school was hard, that it was horrid; but they *went*, and one who did not was not of the elect, and might, with impunity, be scorned, overlooked. So, horrid or not, one must go to school; and oh, how glad she was that the day had come!

All this was a quarter of a century ago.

But Baby was to enter kindergarten, not a real school. This was a disappointment, but she was accustomed to disappointments coming her way. She was the youngest.

The big Bible had her name Florence, but she had never been called that, and she was not sorry. Florence meant tall, majestic, a young lady with queenly head and black eyes. "Baby" left more scope and life for fun. Some more "sporty" nickname would have suited her still better, but Baby answered well enough.

The curls which were a part of her seemed to take an extra long time to brush that morning. Mamma may have been more than usually solicitous of their appearance; at all events, Baby danced with impatience to be off, long before they were done. But at last they were pronounced complete, breakfast was eaten and, holding Mamma's hand, the candidate for the kindergarten marched down Sixth Street and ascended the winding steps which led to the school door.

The kindergarten was an oblong room with a hard-wood floor, and, in place of the tiny chairs now used, a row of double desks, ordinary primary school desks.

Florence was installed in the front seat, near Miss Horeyes.

One end of the room was occupied by a black-board; the remainder was floor space, devoted to round games and to elementary lessons in geography, when such wits as Lina Hart were wont to say "north, south, east, west," turning their little persons about and pointing in the directions named. There was a frame on Miss Horeyes' desk, much like a slate frame, Baby thought, but strung with wires on which were colored marbles. Miss Horeyes picked this up with her left hand, and with the right hand moved the marbles on the wires, one at a time. The children said "one, two, three," etc., as the marbles moved. Pooh! that was counting. Florence knew all about counting. School was not so wonderful, then.



The curls which were essentially part of her.

Some time during the morning a round game was started. This change allowed Baby to see all the children who had been behind her while she was in

her seat. How many faces there were that she had never before seen! The only familiar ones were Willie Silverstein and Lina Hart. Florence could not agree with Mr. Froebel on the desirability of a child's early introduction to its social world. She interrupted the proceedings on her own account. She broke into wailing.



She broke into wailing.

The queries customary on such occasions elicited the usual demand for the maternal relative. This separation for two consecutive hours was unheard of and unbearable. Mamma would be playing on the piano alone,

with no little girl to pick up her tiny short skirts and dance.

She was assured that her eyes would behold her mother at dinner-time.

There were two sessions of kindergarten in those days, and at luncheon she placed before the house her objection to attending the afternoon sitting. It was overruled, and Baby was despatched, with, however, the consoling company of Lily, her next older sister, and it was the custom for some time thereafter to allow her this consort of afternoons, provided she had not shed tears in the forenoon. She never again made an outbreak, only there was a mistiness of vision occasionally. How Lily's absence from her own school was condoned, or her presence at the kindergarten accounted for, history doth not relate.

The next morning, just after school called, the children got in a long line and stood there awhile, apparently waiting for some event that should allow the festivities to proceed. This was a part of school Baby had not yet seen. It was nice, only the girl next in front of her had pigtails tied with little blue ribbons, and she never kept her head still. The result was a tickling of Florence's nose.

Soon the line began to move. It went out of the kindergarten, across the wide hall, into a square room with a large raised platform at one end of which was a piano.

This was assembly! She had heard of assembly. The children took their places on long settees, arms were folded, and Mr. Mohn, who stood on the platform, closed his eyes. Everyone else did the same, so Baby closed her eyes. Mr. Mohn began "Our Father," and recited the Lord's Prayer. Everyone joined in. When it was over and one's eyes reopened to the welcome, but strange-appearing daylight, Willie Silverstein raised his hand. The temerity of it! In assembly! Mr. Mohn asked what he wanted. It seemed that another little boy had had his eyes open during the prayer and Willie wanted Mr. Mohn to know of it. Mr. Mohn said that if Willie had not had his own eyes open, he could not have seen the other boy's eyes.

This reasoning seemed to Baby as out-Solomoning

Solomon. She told it to everyone she knew.

She soon discovered that a room adjoining the kindergarten, a room where one's thirst might be assuaged by official permission to leave the room, was the favored repository of some shining rocking-horses, provided by the powers that were for the delectation of the sterner sex during recess time. There was no equivalent pastime for the girls. The law of compensation was not at work here.

A rocking-horse or a boy's velocipede had always been Baby's idea of *dolce far niente*, and she was a charming performer on both instruments. After this it was her custom to cultivate a daily thirst, for the sole purpose of gazing on these prancing steeds. Her wildest ambition never soared the mounting of one *sub rosa*; but she did hope and trust that Miss Horeyes would voluntarily accord permission some day. However, a girl's sphere was at that time in a state of evolution. Florence herself, later, developed into one of the advance guard of rational exercise for her sex. But up to that time a maiden straddling a horse, wooden or otherwise, would have raised a hurricane.

It was not long before her parents became dissatisfied with Florence's lack of progress in the



A rocking horse had always been Baby's idea of *dolce far niente*.

kindergarten, and her eldest sister was detailed to accompany her to school and request her being advanced to a grade.

In accordance with the primitive custom of the day, this was immediately done. Baby entered Miss Condit's class that morning as the children were reciting Roman numbers.

"One I, one; two I's, two," they chanted.

Here was learning indeed! No game, this, but actual knowledge. Baby felt a head taller. How she would enjoy saying that with them. Of course,

it meant "One, I want one; two, I want two," etc. Everything after "Three I's, three," was undistinguishable jargon,—one of the mysteries to be learned of the initiated.

Crocheting was taught in this grade. Baby was supplied with a white bone hook, and a ball of red worsted, and a lamp mat was started for her by Miss Condit. There were no



Crocheting was taught.

lamps at home, but it seemed they needed a lamp-mat.

Miss Condit could crochet fast, very fast. She seemed to be working against time. Baby dared not request a slower demonstration. She had asked questions before at home, and repeated squelchings by older brothers had borne their harvest—fear of ridicule. She took the embryo mat and the hook, and diligently pushed the latter up and down within the last loop made by Miss Condit, until that lady came down the aisle again, when she reproved Florence's lack of industry, and gave another demonstration of a lady earning her living by crochet.

This happened repeatedly. Baby could never solve the mystery of how Miss Condit discovered that she had done nothing. She never failed of the reproof, she never worked slowly, and she never taught Florence to crochet.

But there came a time when Baby began to learn. After she had become accustomed to school and school ways, had left Mohn's and was installed in the public school, she gradually lost her fear of asking for explanation, and became one of the little lights in the intellectual world bounded by the four walls of her class-room.

The Festal Season.

By Susie M. Best.

Christmas comes, the bells proclaim it,
As they clang across the snow;
Christmas comes, the children's carols
Tell the tale of Long Ago.

Christmas comes, the shops assert it
With their holiday attire;
Christmas comes, behold the holly
With its beads of crimson fire.

Christmas comes, the talk of presents
That to children's hearts is dear
And the planning of surprises
Tell the festal season's near.

Cause and Cure of Nervous Exhaustion.

By DR. EMILY NOBLE.

Control of the nervous system is one of the most important factors in the building of "the house we live in."

The causes of nervous exhaustion are many. Some authorities blame heredity, others environment and lack of self-control.

It is only recently that we are fully understanding that all bodily regenerating forces are co-related, and the nervous and circulatory systems are so closely related that both are controlled by the rhythmic breath.

A teacher has written to ask for an easy definition of rhythm in breathing; such as I spoke of in my first talk.* I answered her question by referring her to a sketch of the lungs in their proper position, to be found in any physiology. Such a sketch shows that when fully expanded, the lower edges of the lungs rest upon a slightly arched muscle called the diaphragm, a muscle that divides the organs of the chest from those of the abdominal cavity.

In the *rhythmic* breath, with which nature endowed us all (but which so many of us have reversed), the lower edges of the expanded lungs press downward upon this arch, causing it, with every inhalation, to take a rhythmic dip into the abdominal cavity, creating a slight movement or vibration of the contents of the abdomen, and at the same time compelling a slight outward expansion of the abdominal walls. This movement is simultaneous (in correct breathing) with an outward expansion of the ribs.

This rhythm was designed by nature to govern energy and the blood supply. Once re-established, it is one of the few things in life that become automatic.

If this explanation is not clear, notice the rhythm of a baby's bare body after its bath. In the child's unconscious expression of life it will readily be realized that rhythm is the baby's birthright. Many girls and women get the fixed impression that deep breathing, instead of the high-chest breath, enlarges the waist muscles. On the contrary, correct breathing, the deeper the better, improves all the outlines and contours of the body, and preserves the youthful curves of the throat and neck which women lose at a very early age thru shallow breathing.

I am not a faddist or extremist along any line of work or thought. I do not advocate flat shoes, sloppy waist lines, and no corsets. I believe that stylish dressing is consistent with well-fitting corsets and right breathing. Dressing gracefully is all a question of adjustment and adaptability to individual expression.

Superfluous fat about the hips, loins, and abdomen is impossible when the law of right breathing is applied to one's daily existence. All teachers are aware that in chemical experiments oxygen and carbon cannot exist in the same vessel. The same rule applies to the tissues of the body. Fat is seventy-nine per cent. stored-away carbon, and if one is breathing a full percentage of oxygen, superfluous flesh cannot accumulate.

A well-known high school principal has written, "I am simply amazed at the benefit I have received from your instruction in rhythmic breathing. This is the greatest thing that has come into my life as a regenerating force. I wish it might be taught to all children. I am firmly of the belief that it would eliminate the catarrhal and pulmonary troubles characteristic of this climate."

In Talk II,† I spoke of our conscious part in body-building, such as the selection of our environment, the air we breathe, the effect of diet, etc. All these

are important factors in their relation to the nervous system. Nervous exhaustion is very common among brain workers of any class. The real cause of nervousness, apart from shock to the nervous system, seems to originate in wrong food, wrong environment, and an overtaking of physical endurance. Every effort, either mental or physical, involves the expenditure of a certain amount of nerve energy which, in normal health, is readily restored from day to day by proper attention to air, food, sleep, and hygiene.

The circulatory system follows the nervous system like its shadow, and while the nerves supply the volition and motive power of our bodies, it is the blood that supplies the nervous system with nutrition, and as the quantity and quality of our blood is largely governed by our habits of living, the air we breathe, the food we eat, and what we drink, we are responsible for the control of our nerves. Self-control is a very important factor in the cultivation of nerve energy. There should be moderation in all things, toleration of unavoidable conditions, cheerfulness and equanimity as we battle with the storms of life, high ideals, and large ambitions, but willingness to be satisfied if we do not always realize them.

Nothing counteracts the worry and depression caused by the failure of cherished plans like the knowledge that we have done our best, and we must learn to lessen the tension of high strung nerves, and let go. Worry is so destructive to cellular life that it breaks down healthy tissue much faster than this can be rebuilt.

Sometimes the cause of nerve exhaustion and brain fatigue is found to be a strain on the optic nerve. Persistent headache and pain around the eyes should never remain unheeded. A short period of treatment of the eyes, and wearing glasses, often cures most distressing head symptoms. Among children epilepsy is sometimes caused by eye-strain, and the little folks' eyes should be examined from time to time, and the studies should be so varied that the eyes are not under constant strain.

Congested liver, impaired assimilation, digestive disturbances, and insomnia, are all caused by depleted nerve force, as is also a craving for opiates and stimulants. A mild form of stimulant is helpful and curative in nervous troubles, but narcotics should be used very sparingly if necessary to induce sleep, *and always with a knowledge of their after-effect on the patient.*

My readers must not think I am making light of nervous troubles. I am not, for I know from personal experience that there is no disease so hard to bear as nervous prostration, and those in charge of nervous children or patients cannot have too much patience and sympathy with the sufferer.

On the other hand, patients must not forget that nervous symptoms are often more sensational than real, and they cannot learn too soon that getting better or worse is very much a matter of self-control. Those afflicted with nervousness should do all in their power to co-operate in the efforts made for their relief.

The complete and constant use of the brain is good for everyone; it is overwork and overtaking the brain that causes brain-fag, nerve leakage, and nervous exhaustion.

Late hours are always a serious tax on physical endurance, and use up the time that could be spent to better advantage in sleep. Seven to nine hours of sleep are absolutely necessary for perfect health and daily recuperation of mental and physical

*See THE SCHOOL JOURNAL for November 16.

†See THE SCHOOL JOURNAL for November 23.

energy. *In almost any form nervous exhaustion can be cured by rest, proper food, hygiene, dieting, right breathing, nerve-energizing, nerve-relaxing, and a conscious storing of dynamic energy.* Sometimes change of scene and travel are the quickest for relief from nervous strain, compelling as it does, self-help, a complete change of thought, and absence from over-anxious friends.

I do not advocate relying wholly on mental science or mind cures, but *mental attitudes* have their place. As human beings, we have *choice of thought*. No mind is large enough to hold more than one thought at a time, and it rests with ourselves whether we submit to the melancholy which follows depressing thought, or by conscious will-power rouse up a cheerful optimism. It is our duty to become a vital, rather than a stagnant, part of the universe. When we permit the depressions of the vital energies to become dominant we become selfish and self-centered, making no effort to conquer adverse conditions.

To get the best we can out of the present is the best preparation for the future.

Hygienic School Innovations.

GERMAN AND SWISS MOVEMENTS TO IMPROVE HEALTH OF STUDENTS.

Stating that the importance of better care of the health during childhood is daily becoming more recognized, Consul T. J. Albert, of Brunswick, describes some of the plans to further this aim being carried out in Germany and Switzerland:

In Grunewald, a suburb of Berlin, this summer, for the first time in a public school, instruction free of charge in swimming has been given to the children. The Berlin municipality will establish a forest school, which will be distinguished from the Charlottenburg type by being a complete boarding school, where the pupils will reside. There are already two hundred children counted upon as pupils. The subjects of children's health and school hygiene at the approaching Congress for Hygiene and Demography will be more broadly considered than heretofore. During the present holidays increased attention has been given to juvenile sports and rambles in the country.

The Prussian Minister of Public Instruction has issued a direction worthy of imitation. In order to prevent as far as possible the injurious effects of long sitting by the pupils in the schools, he recommends that, on days when the regular instruction in gymnastic exercises is not given, such free exercises without apparatus should be taken by the male and female scholars in a systematic manner as will promote the invigoration of their health and will be specially conducive to good carriage. Before issuing a general order he desires trials to be made in a number of schools of different sorts. Such arrangements are to be chosen as the practical knowledge of the managers and teaching staff think can with care and circumspection be safely carried thru. The exercises are to last five to ten minutes, which time is to be added to suitable pauses between lessons. The bodily exercises are to be in the open air or in a closed room after thoro ventilation.

In Switzerland the city of Berne has established a permanent exhibition for school hygiene. In the city of Basel the Liberal School Union has adopted a resolution demanding obligatory instruction in swimming for the upper classes of the public schools, the erection of school sanitariums, and the completion of the Institute for School Physicians. The city of St. Gall has made a trial of special classes graded according to the mental capacity of the children, similar to the Mannheim model.

The past, present and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

Brown University Women's College.

Ten years ago, Pembroke Hall, the first building of the Women's College in Brown University (Providence, R. I.), was formally opened. It was built, at a cost of \$37,900, thru the efforts of the Rhode Island Society for the Collegiate Education of Women. The members of this Society, which was chartered in 1896, are chiefly Rhode Island women, who, appreciating from the first the need of a properly equipped women's college in the State, worked hard and devotedly to secure subscriptions for this recitation hall, and had the satisfaction of presenting it, with every bill paid, to the University in 1897.

During these ten years the Society has been continually under the presidency of Miss Sarah E. Doyle, who is widely known for her interest and achievements in educational matters. At a recent meeting of the Society in celebration of the tenth year since the dedication of Pembroke Hall, Miss Doyle gave a significant account of the material development of the College in that time.

Besides the facts already mentioned, she recalled the gradual furnishing of Pembroke Hall by means of individual gifts of furniture, books and pictures, very many of which came from members of the Society. She told of a loan fund of \$1,800 contributed from the same source, and maintained for the use of the students, and of an endowment fund of \$34,000 which was raised in 1901. In all, she said, the Treasurer had administered over \$81,000 since the organization of the Society, while its own expenses for the same time had hardly exceeded \$200.

It is evident that the Alumnae and other friends of the Women's College have a labor, if a happy one, before them to maintain a record equal to this of the Rhode Island Society for the Collegiate Education of Women, for constant, willing, and intelligent helpfulness.

There are, to be sure, already many indications of this spirit. Two buildings besides Pembroke Hall have come into the possession of the College: a dormitory—Slater Memorial Homestead—and as its latest and largest gift, the Sayles Gymnasium. One of the greatest possible additions to the comfort and attractiveness of the College is the campus, which has recently been made, thru the generosity of friends, from lands adjoining the Gymnasium. And from the Alumnae come all the time proofs of faithfulness and interest. They number only about four hundred, and yet their gifts for the present year amount to \$4,000. This includes pictures, books, magazines and money; and when the Gymnasium was building, they provided bowling alleys for it. They are also responsible for one course in the curriculum.

If the Alumnae were a larger and wealthier body, the present serious need of an endowment of \$50,000 for the Gymnasium would certainly be met without delay. As it is, there may be delay, but with the continued and combined efforts of alumnae and friends, it seems incredible that the College should wait long for this future endowment, the lack of which so hampers its work and lessens its efficiency.

THE SCHOOL JOURNAL

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From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year) and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also OUR TIMES (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and kept in stock.

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ELIZABETH, N. J. NEW YORK CITY
THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth, N. J., post office.

Educational Work at Lincoln Institute, Jefferson City, Mo.

By J. S. YATES, A. M.

The bright side of the negro problem, a side which he who seeks may find, is the steady,—even if by some considered slow,—development of the Negro from the barbarism in which he was found in Africa in the early part of the seventeenth century, to the degree of Christian civilization in which the first decade of the twentieth century now finds his descendants in America; and foremost among the agencies that have contributed to their uplift should be mentioned the numerous schools designed and conducted exclusively for the physical, mental, moral and industrial education of the negro in the United States.

Speaking only after a wide acquaintance with such schools, and from an experience that extends over more than a quarter century, it has not been our good fortune to know of a school in which better and more practical results are being obtained than in Lincoln Institute.

This school, situated on the most commanding of the many hills of Jefferson City, has a unique history, in the fact that it had its origin in a fund of \$6,379, contributed by the sixty-second and sixty-fifth regiments of United States Colored Infantry when they were honorably discharged from service, January 14, 1866. The only conditions of the gift were that a school be established in Missouri open to negroes, and that the training of teachers for their own people be one of the important features of the work. Of these brave soldiers it may be said in truth, "They builded better than they knew." Possibly no single act could be stronger proof of the negro's innate sense of honor, of gratitude, and of his desire to be helpful to himself and to his posterity, than was this act of founding a school and naming it in honor of the great emancipator, Lincoln.

Opened to students for the first time in 1866, Lincoln Institute's main building was completed in 1871; in 1879, by legislative enactment, it became a State Normal School; later, in a similar way, a college with strong normal and industrial departments.

Liberal appropriations received at each session of the Missouri Legislature make it possible to keep the teaching force, buildings, equipment, and general facilities up to a high standard of excellence; and to-day, under the excellent management of Dr. Benjamin F. Allen, a Christian gentleman of rare executive ability and scholarly attainments, and with a faculty whose members represent the training of the best schools of the country,—specialists in their particular line of work,—Lincoln Institute stands second to none of the great schools of the United States, any part, or all, of whose work is the training of negro youths for the activities of life.

Governor Folk, former State Superintendent W. T. Carrington, Superintendent J. M. Greenwood, and many other eminent state and municipal officers whose duties bring them into contact with the school, have, on various public occasions, referred in no uncertain sound to the great work that thru the agency of Lincoln Institute is being accomplished here for the development of the Missouri negro. Indeed, the Missouri legislators and their constituents are so thoroly impressed with the direct, as well as the indirect, value of the school to the citizens of the State, irrespective of color, that they hesitate not at all to grant, at each session of the Legislature, the full amount of money that in the judgment of the Regents and President of the institution is necessary to maintain and increase the high standard of

excellence which has always characterized "The Lincoln Institute idea."

The students are a high-minded, energetic body of young people, many of whom make heroic struggles and undergo many hardships and sacrifices in order to obtain an education.

Many graduates already have secured enviable places in the world's work, as in the case of William Tecumseh Vernon, alumnus of 1890, now Registrar of the Treasury; Judge I. F. Bradley of Kansas City, Kansas; Lawyers Farmer and Martin of Chicago; Doctor A. W. Williams and others too numerous to mention in this limited space, who are doing well in the various professions; to say nothing of those who are meeting with eminent success in the trades and business enterprises, and who may be found scattered thruout the entire Western and Northwestern sections of the United States.

Relative to the strength of the industrial side of the school's work, it is safe to say that no young woman is graduated from Lincoln Institute without a practical, as well as theoretical, knowledge of cooking, sewing, and the general principles of domestic science and domestic art.

She can make her own clothes, cook her own food, and assume the general responsibilities of a home with eminent satisfaction, while each young man who secures a life diploma must show proficiency in at least two trades. Gates without hinges, broken window-panes, and generally shiftless-looking exterior conditions, are not likely to characterize the homes of these young people, for thrift, economy, and enterprise are impressed upon them at every step in their school life. So thoroly are they imbued with the spirit of education even in the lower grades of the school, that a comparatively small per cent. of all who enter fail to remain long enough to graduate from some one or more of the various departments of the institution.

The great fertility of the soil of the middle west makes agriculture in this section a leading and most remunerative pursuit; a comparatively large number of negroes already owns valuable farm land thruout the section. Recognizing the importance of these and other incidental facts as important elements in the progress of his race, Dr. Allen inaugurated in the first year of his presidency, a farmers' convention, hoping thereby to improve the condition of these farmers, increase their number, and inspire his students with a desire for agricultural pursuits. Thus would he decrease the much talked of and alarming influx of negroes to the large cities, where the chances of making an honest livelihood are, to say the least, more precarious for the negro than in the country; tendencies to criminality more numerous and the mortality greater.

Already much interest has been created by means of these conferences, and Friday, November 1, the sixth annual session was held in the Institute Auditorium. As a summary of the educational work that is planned and executed here, by the spirit that prompts it and pervades the entire place, perhaps there can be no more fitting statement than the following quotations from the address recently given by the nation's chief executive before the inhabitants of that thrifty negro town, Mound Bayou, Mississippi, "The fundamental factor of any man's success in life is his own character, his own capacity for work, for doing justly by his neighbor and in getting justice from them in return."

The News of the World.

Three Kings and five Queens lunched together at Windsor Castle on November 17. Those present were King Edward and Queen Alexandra of England, the Kaiser and Kaiserin of Germany, the King and Queen of Spain, Queen Maud of Norway, and Queen Amelia of Portugal.

The new census of Cuba is almost completed. It is estimated that the population of the island exceeds 2,000,000.

Two Russian gunboats were destroyed by fire at the Baltic Shipbuilding Yards, St. Petersburg, on November 15. The fire was incendiary.

The Omaha Street Railway Company flooded Omaha with nickels on Saturday, November 16. It met its monthly payroll with 600,000 nickels, \$30,000 in all. The company had promised actual cash on payday and this was the only way it could keep its promise.

On account of the continued scarcity of food in the Turkish Empire there will be no import duty on foreign wheat until the end of January.

Upon leaving Windsor Castle, the Emperor of Germany left no less a sum than \$10,000 to be divided among the servants at the Castle, the gamekeepers and stable attendants.

Yale University has recently received a gift of \$50,000 from Frederick C. Weyerhauser of St. Paul. He represents the National Lumber Manufacturers' Association. The gift will go to support a Chair of Applied Forestry and Practical Lumbering in the Yale Forestry School.

President Roosevelt will make a pilgrimage to the early home of President Madison at Montpelier, Va., on Thanksgiving Day. He will return in time to eat his Thanksgiving dinner at the White House.

Acting Secretary of War Oliver has approved the action of the Army Ordnance Board in allotting \$25,000 to the Signal Corps to be used in getting a dirigible balloon for scouting purposes.

An imperial garden party was given in Tokio, Japan, on November 19. The Emperor and Empress were ill and not able to be present. They were represented by the Crown Prince and Princess.

The Philippines Assembly is discussing sending delegates to Washington.

The Government of San Salvador issued a decree, on November 20, granting amnesty to all political prisoners. It declared also that all political exiles were at liberty to return to the country.

President Figueroa has issued a proclamation to the people of Salvador, promising them a fair administration of the National Government and urging them to forget past differences and to work in harmony for the prosperity of the country.

Our New State.

At ten o'clock on the morning of November 16, President Roosevelt signed with an eagle quill pen the proclamation that made Indian Territory and Oklahoma a State of the Union.

The pen was turned over to Governor Frantz to be delivered to the historical society of the new State.

The President's proclamation was read in Guthrie, Oklahoma, by Charles Filson, Secretary of Oklahoma Territory.

The oaths of office were administered to Governor Charles N. Haskell and other State officials before noon.

United States Leases Harbor.

The United States has rented Magdalena Bay, Lower California, from Mexico. The harbor is to be used as a coaling station for the United States navy. The Government is to be allowed to maintain two coaling ships there for a period of three years. A similar concession to Mexico by this country is promised.

Secretary Taft Homeward Bound.

Secretary Taft arrived at Vladivostok on November 18. He landed from the cruiser *Rainbow*, drove through the city and did some shopping. He was escorted by Russian troops.

In the evening he dined with General Pflug, the commander of the forces. The healths of President Roosevelt and Emperor Nicholas were drunk.

Secretary Taft expects to reach St. Petersburg on December 3. There he will have an interview with the Emperor.

Governors to Meet.

President Roosevelt has invited the Governors of the States and Territories to meet him at the White House next May. He wishes to discuss with them how to conserve the natural resources.

He will also invite the members of the two houses of Congress and the Inland Waterways Commission to meet him at the same time.

Remedy for Money Stringency.

President Roosevelt has made public a plan for relieving the current money stringency. He reached it after many long consultations with Secretary of the Treasury Cortelyou, Secretary of State Root, Postmaster General Meyer, and the Attorney General.

Panama bonds to the amount of \$50,000,000 will be issued immediately. So will Treasury certificates, bearing interest at three per cent., payable to bearer, to the amount of \$100,000,000.

The bonds can be made the basis of increased national bank circulation. The proceeds of the certificates will be promptly deposited in the national banks.

THE NEW CERTIFICATES.

The designs for the new certificates have been chosen. Director Sullivan, of the Bureau of Engraving and Printing, has been instructed to proceed with the work. They will closely resemble a fifty dollar silver certificate. On the left side of the face will be a vignette of Alexander Hamilton, and on the top of the back, in large letters, will appear the words "Certificate of Indebtedness." The date of the act authorizing the issue will be given, together with the rate of interest and the date of retirement one year hence. The Panama Canal bonds will be ready for issue as soon as bids are accepted after November 30.

The President, the Secretary of the Treasury, and the Controller of the Currency have received hundreds of messages of congratulation upon their financial plan. The Treasury officials say that the present financial stringency is due to a wholly unreasonable lack of confidence. This caused the business men of the country to undertake suddenly to do business on a cash basis. There is not sufficient currency to allow this. Then private individuals became panic-stricken and withdrew their balances from the banks. The issue of Panama bonds and Treasury certificates is expected to draw this capital from its hiding places and put it once more into circulation. This will cause an easing of the money market which will restore public confidence and re-establish the general credit.

Outburst on the Sun.

A remarkable outburst on the sun was observed at Radcliffe Observatory, Oxford, England, on November 15. An immense flame shot up at a rate of more than 10,000 miles a minute until it reached a height of 325,000 miles. It broke into fragments and disappeared.

A number of sun spots have recently been observed. Prominent astronomers predict that these solar disturbances will lead to violent storms, floods, volcanic disturbances, and earthquakes.

Harvard Honors Its Founder.

November 26 is believed to be the three hundredth anniversary of John Harvard's birth. In honor of its founder, Harvard University arranged a program of commemorative exercises beginning with a public address on November 18 and ending with a students' torchlight procession on November 29.

New President of Howard University.

The Rev. Wilbur Patterson Thirkield was installed President of Howard University in Washington, on November 15. President Roosevelt, James Bryce the British Ambassador, and Andrew Carnegie delivered addresses. They all took cheerful views of the future of the colored race in America.

The President said that he hoped the medical graduates of the university would go directly to live and work among their own people.

Emperor William at Highcliffe Castle.

After his visit to Windsor, the German Emperor went to Highcliffe Castle, Isle of Wight. Here he is taking a rather strenuous rest cure.

He frequently takes long drives in a powerful motor car. In the evening he plays cards. Some hours each day he gives to State affairs. Special telegraph and telephone instruments and a special mail service have been established with Highcliffe Castle.

New Trade Convention.

A commercial convention between Great Britain and the United States was signed at the Foreign Office, London, on November 20. The signers were Sir Edward Gray, the foreign secretary, and Ambassador Reid. In future British works of art will be admitted to the United States at one quarter less than the present duty.

In return, American commercial samples will be admitted free at British ports.

Emperor of Corea Appeals to People.

The Emperor of Corea has issued an edict exhorting his subjects to join with the authorities in bringing about order in all parts of the country and in promoting its industrial advancement.

Railway Strike in India.

The East Indian Railway, 2,165 miles long, is the second largest line in India. Its traffic has been almost entirely paralyzed by a strike.

On November 20, the most important section of the road, that from Calcutta to Allahabad, was tied up. Six thousand passengers were stranded at Asansol, Bengal.

Reports have been coming in constantly of engineers who deserted their trains at remote stations. In some places they drove off with the locomotives and left the cars.

The jute mills have been seriously affected by the strike. They have been obliged to stop work on account of shortage of coal.

The strike is particularly serious because of widespread famine conditions. These call for speedy transportation of relief supplies.

The trouble on the railroad began with the engineers. They are nearly all Europeans. They were joined on November 20 by great numbers of natives

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belonging to the traffic staff. The strikers complain of overwork and poor pay.

Football Triumphs.

Yale beat Princeton, on November 16, in their annual struggle on the gridiron. The score was twelve to ten. It was a brilliant and remarkable game. The Tigers left the field at the end of the first half with the score ten to nothing in their favor.

The Yale eleven returned to the field in the face of almost sure defeat and changed the fortunes of the day. At least 34,000 people saw the game.

Dartmouth won an overwhelming victory over Harvard in the Stadium at Cambridge on November 16. The score was 22 to 0.

Eastern football triumphed over the West at Ann Arbor on November 16. Pennsylvania defeated Michigan on Flory Field. The score was 6 to 0.

Horse Show Opens.

The National Horse Show Association opened its twenty-third annual show in Madison Square Garden on November 18. There is said to be a larger percentage of possible winners among the horses exhibited than last year.

Catarrh

Is a Constitutional Disease

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Nasal and other local forms of catarrh are promptly relieved by Antiseptics or Catarrhlets, 50c., druggists or mail.

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Loving Cup for Miss Gould.

On November 20, the enlisted men of the United States Atlantic fleet presented Miss Helen Gould with a large silver loving cup. It was a token of their gratitude for the handsome building which she gave to the Navy Branch of the Y. M. C. A.

Miss Gould sat next to the big cup, which was in the center of the stage and was covered with a silk flag. The stage and the small auditorium were thickly hung with colors. Several hundred young sailors and marines from the ships moored in the navy yard were present. Most of them will go to the Pacific with Admiral Evans.

The chosen orator of the enlisted men was Third-Class Yeoman O'Neill of the supply ship *Glacier*.

"If presenting this building was all Miss Gould had done it would endear her always to the men of the American Navy, but it is not all. She has contributed to the Naval Y. M. C. A. maintained at Norfolk, Philadelphia, and Manila. She gave large sums of money which contributed to our victory and comfort in the war with Spain. She visited the hospital and detention camps in person, investigated the needs of the sick and wounded, and supplied those needs.

"Miss Gould, the time approaches when we will depart for the Pacific. While gone the men will not only try to be a credit to their country, but will endeavor to conduct themselves so that you will not conclude that your efforts in their behalf were vain. So long as the deck of an American warship is above the ocean there you will have true friends."

Miss Gould made a kindly and appreciative speech in reply. She then said that she wanted to meet all the men of the fleet present. They formed in line. She took her stand outside of the auditorium, and they marched by, each one shaking her hand.

Educational Meetings.

November 29, 30.—Association of College and Preparatory Schools, City College, New York City.

November 29, 30.—Massachusetts State Teachers' Association, Boston.

November 29-30.—Association of Colleges and Preparatory Schools, New York City.

December 5-7.—National Society for the Promotion of Industrial Education, Chicago.

December 20, 21.—Southern California Teachers' Association, Los Angeles.

December 26-28.—New Jersey State Teachers' Association, Atlantic City. B. Bayer, Atlantic City president.

December 26-28.—High School Department, Pennsylvania Educational Association, Harrisburg.

December 26-28.—Montana State Teachers' Association, Missoula.

December 26-28.—New York State Teachers' Association, Syracuse.

December 26-28.—Associated Academic Principals of New York State, Syracuse.

December 26, 27, 28.—The Southern Educational Association will convene in Lexington, Ky. Local arrangements have been made, and the program is now being prepared. For further information address any of the following: Supt. R. J. Tighe, president, Ashville, N. C.; Prin. J. B. Cunningham, secretary, Birmingham, Ala.; Prin. Milford White, local chairman, Lexington, Ky.

December 30-31, January 1.—Associated School Boards of South Dakota, Watertown.

December 30, 31.—South Carolina School Improvement Association; South Carolina County Superintendents' Association; South Carolina City Superintendents' Association, Columbia.

December 31-January 3, '08.—Colorado State Teachers' Association.

December, last week.—California State Teachers' Association, Santa Cruz.

December, last Week.—Texas State Teachers' Association, Houston.

December 31-January 2, '08.—Washington State Teachers' Association, Seattle.

December 31-January 3, '08.—Iowa State Teachers' Association, Des Moines.

January 1-4, '08.—Minnesota Educational Association, St. Paul. President, J. M. McConnell, Winona.

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Bulletin describing courses sent on application.
THOMAS M. BALLIET, Dean.
New York City, Nov. 15, 1907.

Here and There.

District Superintendent Julia Richman has been chosen as a member of the advisory council of the Simplified Spelling Board.

"Your exertions in behalf of this important educational movement," says the notification of her election, "entitles you, in our opinion, to the honor of being chosen as the first woman to be elected to the council."

The Boston School Committee has received a report from the committee which was appointed to investigate the lighting of schoolrooms. The report deals with the need of glasses for some of the pupils. It states that many children whose parents are unable to supply them should be furnished with glasses. This work, however, in the opinion of the investigators should be undertaken by charitable organizations rather than the school authorities.

Paul Kreuzpointner, who has already done so much for the schools of Altoona, Pa., has opened a free lecture course on the manufacture and uses of iron and other metals. A large registration was recorded at the first meeting, and the prospects for the course are bright.

Must Substantiate Charges.

State Superintendent Jones, of Ohio, has called upon State Senator Meek to substantiate the charges made by him at the recent meeting of the Central Ohio Teachers' Association. Senator Meek, in the course of an address, used these words: "The trafficking in State certificates must stop." Superintendent Jones has written to Senator Meek demanding specific charges. In his letter he says:

"This department, the educational interests of the State, and the good name of the men placed under suspicion by your charges are vitally concerned in this matter. You are hereby requested to submit at once to the State commissioner of common schools, in writing, definite and specific statements charging members of the present board of State school examiners with trafficking in certificates, or improperly using their influence as institute instructors, in the issuing of certificates or refusing to issue the same."

Resolutions for Shearer.

Principals of the schools formerly under the supervision of Dr. William J. Shearer, of Union County, N. J., tendered him a reception on November 7. All the schools under county supervision were represented. The opportunity was taken by the principals to show their appreciation for their former chief in a set of engraved resolutions. Dr. Shearer was also presented with a handsome gold watch charm.

Why Not?

At the meeting of the Ellis County (Texas) Teachers' Institute, the following resolution was unanimously adopted: To Hon. T. M. Campbell, Governor of Texas, Austin.

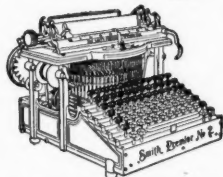
Resolved, That it be the unanimous sense of this body of teachers assembled in institute at Waxahachie that you appoint a practical school man on the textbook board; one who has had actual experience in the common schools of Texas and knows their needs; one who understands thoroughly the conditions in the rural districts and the town schools, enabling him to render valuable service in the selection of text-books adapted to State schools.

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"My wife had eczema on her face for five or six years. We had read so much about Cuticura Remedies that we thought we would give them a trial. We did so, and it has now been about four years, and she has never had a sign of eczema since. I myself used Cuticura Soap and Cuticura Ointment some time ago for falling hair. I now have a very heavy head of hair and it does not fall out. We used Cuticura Remedies for our baby, who was nearly bald when young. She has very nice hair now. She is very fleshy, and we had so much trouble with heat that we would bathe her with Cuticura Soap and then apply Cuticura Ointment, it would dry the heat up so much quicker than anything else. Mr. H. B. Springmire, 323 So. Capitol St., Iowa City, Ia., July 16, 1905, and Sept. 16, 1906."



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Literary Notes.

Many of the very interesting illustrations that have appeared on the front cover of the *Teachers Magazine* for several months past are taken from the "Little Travelers Around the World," by George Bonawitz. The pictures are drawn from the personal observation of Mr. Bonawitz, and show a special talent on his part both in drawing and coloring. Our readers who desire to preserve these pictures, in permanent form, will be able to do so by purchasing a copy of "Little Travelers Around the World," which will be found not only attractive but exceedingly useful in class work for supplementing geography lessons. The writer takes the reader around the world in brief and simple language. A returnable sample copy will be sent to any teachers desiring to examine it with a view to its being placed in the hands of the pupils or in the school library, or recommended to parents at home, on receipt of \$1.50, postage prepaid. (A. S. Barnes & Company, New York.)

"The Romance of Steel," a story of a thousand millionaires, by Herbert N. Casson, in which the lives of such men as J. Pierpont Morgan, D. O. Mills, John D. Rockefeller, Andrew Carnegie, Henry C. Frick, Henry Phipps, Thomas A. Scott, and others are portrayed with portraits in their connection with the establishment of the United States Steel Company, which Mr. Casson regards as the greatest accomplishment ever undertaken by any set of men in the history of the country. How it was accomplished, what it embraces, who have been enriched by it, and what the future promises, is outlined and described in this Romance of Steel with the pen of a genius. The Steel Company owns as much land as is contained in the three States of Massachusetts, Vermont, and Rhode Island. It employs 180,000 workmen and more than one million of the American people depend upon it for a livelihood. Last year it paid out in wages \$128,000,000. It owns and operates railroad trackage that would reach from New York to Galveston. It possesses 30,000 cars and 700 locomotives. It has nineteen ports, and owns a fleet of 100 large ore ships. It has ninety-three blast furnaces and makes forty-four per cent. of the pig iron of the United States.

Such a record of fabulous wealth obtained in a short lifetime by a thousand men should be put in the hands of every young American who has the ambition to make all that he can of himself. There is no romance equal to real life, and these biographical sketches furnish true portraiture.

At the meeting of the Alumni Association of the New York Training School on November 16, it was proposed to give a dance early in the new year and to hold the annual banquet commemorating the tenth anniversary of the founding of the school on February 11.

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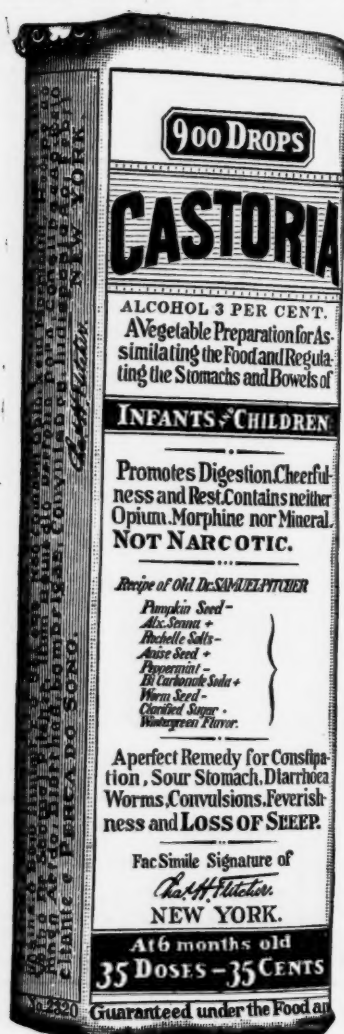
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Exact Copy of Wrapper.

Letters from Prominent Physicians addressed to Chas. H. Fletcher.

Dr. B. Halstead Scott, of Chicago, Ills., says: "I have prescribed your Castoria often for infants during my practice, and find it very satisfactory."

Dr. William Belmont, of Cleveland, Ohio, says: "Your Castoria stands first in its class. In my thirty years of practice I can say I never have found anything that so filled the place."

Dr. J. H. Taft, of Brooklyn, N. Y., says: "I have used your Castoria and found it an excellent remedy in my household and private practice for many years. The formula is excellent."

Dr. R. J. Hamlen, of Detroit, Mich., says: "I prescribe your Castoria extensively, as I have never found anything to equal it for children's troubles. I am aware that there are imitations in the field, but I always see that my patients get Fletcher's."

Dr. Wm. J. McCrann, of Omaha, Neb., says: "As the father of thirteen children I certainly know something about your great medicine, and aside from my own family experience I have in my years of practice found Castoria a popular and efficient remedy in almost every home."

Dr. J. R. Clausen, of Philadelphia, Pa., says: "The name that your Castoria has made for itself in the tens of thousands of homes blessed by the presence of children, scarcely needs to be supplemented by the endorsement of the medical profession, but I, for one, most heartily endorse it and believe it an excellent remedy."

Dr. R. M. Ward, of Kansas City, Mo., says: "Physicians generally do not prescribe proprietary preparations, but in the case of Castoria my experience, like that of many other physicians, has taught me to make an exception. I prescribe your Castoria in my practice because I have found it to be a thoroughly reliable remedy for children's complaints. Any physician who has raised a family, as I have, will join me in heartiest recommendation of Castoria."

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